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ABSTRACT

The purpose of this practicum was to develop and implement a validated interviewing process to aid managers of administrative units in selecting certified elementary school personnel. Such a process would facilitate the effectiveness of administrative managers in following approved city, state, and federal employment guidelines during the personnel selection process, which is increasingly affected by declining enrollment, surplus personnel, an overabundance of new teacher candidates, and possible grievances due to unlawful interview practices. Gathering information for the program included: reviewing pertinent literature, consulting with personnel directors, and getting needs assessments from site administrators. Through workshops and inservice interviews with site managers, recurring problems were discovered. An interviewing system was developed for district use and was implemented in an elementary school. There was a 100 percent decrease in the number of district lawsuits and grievances attributable to unlawful use of interviews over a one year period. Appendices include initial selection process guidelines, workshop materials, and representative interview formats. (FG)

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THE DEVELOPMENT AND IMPLEMENTATION OF A SYSTEM TO FACILITATE THE INTERVIEWING OF POTENTIAL TEACHERS BY HEADS OF ELEMENTARY ADMINISTRATIVE UNITS IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, SACRAMENTO, CALIFORNIA

By

Sumatra E. Kirkland

1979

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THE DEVELOPMENT AND IMPLEMENTATION OF A SYSTEM TO FACILITATE THE INTERVIEWING OF POTENTIAL TEACHERS BY HEADS OF ELEMENTARY ADMINISTRATIVE UNITS IN THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, SACRAMENTO, CALIFORNIA

By

Sumatra E. Kirkland[1]

Submitted in partial fulfillment of the
requirements of the National Ed.D. Program
for Educational Leaders, Nova University
Fort Lauderdale, Florida

Introductory Practicum Report
Sacramento Cluster
Submitted: December 1978

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ABSTRACT

Author: Kirkland, Sumatra E.

Title: The Development and Implementation of a System to Facilitate the Interviewing of Potential Teachers by Heads of Elementary Administrative Units in the Sacramento City Unified School District, Sacramento, California

Publication Date: December 1978

Descriptors: Interviews: Employment interviews; Field interviews; Question-Answer interviews; Evaluation methods; Guidance; Personnel selection; Survey validity: Predictive validity; Test validity; Evaluation criteria; Evaluation

Abstract:

The purpose of this practicum was to develop and implement a validated interviewing process to aid managers of administrative units in selecting certificated elementary personnel for the Sacramento City Unified School District. The development of such a process was to facilitate the effectiveness of administrative managers in following approved city, state and federal employment guidelines during the personnel selection process. Declining enrollment, surplus personnel, an overabundance of new available teacher candidates and grievances accusing administrators of using unlawful interview practices precipitated the need for this practicum. In gathering information for use in the practicum, the writer reviewed literature pertaining to existing types of interviews and consulted with personnel directors in other areas in California.

Gathering materials for the program included getting a needs assessment from site administrators, Initially the assessment was oral but was later converted to written form. This conversion was in response to an evaluation questionnaire circulated at an inservice training workshop. All site administrators were required by the deputy superintendent to attend the workshop.

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Fair employment practice guidelines and sample interview formats were distributed at the sessions. To reinforce and facilitate guidance in conducting valid interviews which were demonstrated in the workshop, administrators were individually scheduled to meet with the writer as participants in district office interviews throughout the following year. An abbreviated process guide to aid district administrators in planning, implementing and documenting their own personnel interviews was developed and is included in the appendix. Although this practicum was directed towards the elementary segment of the district, certificated secondary and classified personnel were included in planning the workshop components of this development.

The interviewing system developed for district use as a product of this practicum was implemented in the elementary segment during the 1977-78 school year. Since that time there has been a 100 percent decrease in the number of district lawsuits and Level II Grievances attributable to unlawful use of the interview. Based on that count, the purpose of the practicum was successful.

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HEADS OF ELEMENTARY ADMINISTRATIVE UNITS
IN THE SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT, SACRAMENTO, CALIFORNIA

STATEMENT OF THE PROBLEM

Description of the Sacramento City Unified School District Certificated Personnel Services Responsibilities

During 1971-1973 respectively, the Directors of the Elementary and Secondary Certificated Personnel Services Division of the Sacramento City Unified School District were selected for the personnel positions by means of an interview process conducted by a panel, headed by the Assistant Superintendent, Personnel Services Office, and the Director of the Certificated Services Division.

The directors were under general direction to provide for the recruitment, selection, assignment, transfer, termination procedures, and related counseling of certificated personnel (other than those requiring supervision or administration credentials) and to do other work as required. (See appendix A, page 56.)

Specific and typical duties and responsibilities of the directors are:

1. Interviewing, screening and evaluating applicants for certificated positions in the district, except those requiring supervision or administration credentials, and referring/recommending candidates best qualified for employment to school site administrators for interviews

2. Providing counsel and advice in areas of personnel rules and regulations. Helping solve personal or professional problems affecting the adjustment, orientation or inservice improvement of individual employees
3. Analyzing the effectiveness of recruitment, selection, and assignment practices, and evaluating and assisting in the improvement of line administrators' interview and selection technique practices
4. Providing counsel and advice in conducting teacher selection interviews making sure that each is validated in accordance with current Equal Employment Opportunity Commission (EEOC) guidelines, the Civil Rights Act of 1964, and various other federal and state statutes dealing with discrimination and employment practices
5. Observing the Civil Rights components of the selection process

Affirmative Action. Personnel responsibilities and accountability were dramatically broadened with the advent of the Equal Opportunity Act of 1972 which had a significant effect on the district's hiring procedures.

Where accusations of employment discrimination existed, this act granted the EEOC the power to request the Justice Department to file charges against public and private employers.

The district was at that time developing employment procedures that encouraged ethnic minority and other protected groups to apply for district employment. In order to prevent possible accusations of discrimination in the interview process, it became necessary for personnel to review the district's policy and implementation of the selection system.

Other than becoming familiar with routine personnel responsibilities, the writer was also directed to develop and implement a minority hiring plan. For validity, the procedures had to be responsive to the structure of local policies and needs, as well as in compliance with EEOC guidelines.

The development of the program included becoming familiar with the 1964 Civil Rights Act--adjunct legislation and litigation; Office of Federal Contract Compliance; and the Equal Employment Opportunity Commission's Guidelines (EEOC).

Under the direction of the District Superintendent, the Personnel Office, including the writer, developed the following recommendations and reported the results to the school board during the 1974-75 school year:

1. Sacramento City Unified School District employment practices must be responsive to state and federal guidelines and in compliance with all EEOC statutes
2. Goals in meeting the mandate must be clearly defined so that the outcomes of compliance can be evaluated
3. Staff education and involvement must be an integral part of the program
4. A recruitment environment appropriate for teacher selection must reflect EEOC guidelines

The board accepted the recommendations and directed personnel to make immediate plans to act upon the same.

Successful employment practices based on the above recommendations included:

- a. Cross county recruiting trips
- b. Intra-state recruitment
- c. Hiring minority and protected groups on a percentage basis reflecting the district population

d. Having ample available classroom vacancies

e. Centrally monitoring the placement of new employees

Personnel's intensified pursuit and employment of minority and protected group persons was fruitful. A district count of elementary teaching personnel employed from this group reflected an overall increase of 40 percent in 1977 as compared to 20 percent in 1971.

Employment conditions improved and continued to do so as long as the selection process was centrally managed from the personnel office. Interviewing, referring and employment of candidates to the then plentiful vacancies presented no real problems.

Brief History of Decline in Enrollment

During the years 1966-69, the Sacramento City Unified School District had more students (51,700) enrolled than at any other time during its existence. Both the elementary and the senior high levels experienced peak populations of 29,600 and 11,100 students respectively. The junior high segment peaked the following year, 1970-71, with an enrollment of 11,600.

The 42,300 total district students enrolled during the 1976-77 school year was 9,500 less than the peak reached ten years earlier. During the 1976-77 year, the elementary level has experienced a major decline (7,500 students), followed by the junior high level (1,300 students) and the senior high level (700 students). While more significant reductions are anticipated during the next five years at the secondary level, the elementary enrollment continues to decline at a lower rate.

This decline paved the way for the district's present surplus of personnel. Furthermore, if declining trends exhibited in recent years continue, given a reasonable addition of new residential construction, this district can expect an enrollment decline of an additional 3,000 students by 1982. This figure represents approximately 450 students at the elementary level, 1,550 at the junior high school level, and 1,000 at the senior high school level.

Significance of the Decline

Declining enrollment meant absorbing excess classes, declaring teachers from such classes surplus, and reducing the employment of new personnel to replace teachers lost through attrition. This led to the following:

1. Surplus teachers competing for "choice schools"
2. A flooded teacher candidate market often composed of persons in competition with the district's affirmative action posture
3. As a means of getting what each considered the best possible candidate for his/her vacancy, administrators demanded more input into the interview process and were granted the same by the board

As a result of the above, the interview process began to be shared by site administrators who had little or no skill in conducting interviews. Because of this the writer's progress in remediating the ethnic/minority and woman scarcity in employment was rapidly eroding.

The deterioration of the interview process at the elementary certificated level was evidenced by the following:

1. One lawsuit brought against the district by individuals and groups with charges of ethnic/racial interview discrimination as evidenced in the interview and employment practices

2. Ten grievances charging questionable interview procedures related to the selection and/or transfer of voluntary and involuntary* personnel reached the Level II Grievance stage before settlement
3. During the 1976-77 school year an average of three complaints a week, oral and written, were received from teacher candidates accusing site administrators of conducting improper interviews. The improprieties included:
    a. Asking personal, non-job related questions
    b. Making personal reference to handicaps
    c. Making personal reference to racial/ethnic identities
    d. Violating Title IX by making sex-biased remarks

Equal Employment and Declining Enrollment

On February 6, 1976, an Administrative Bulletin was issued to all certificated and classified personnel in the district regarding the impending closing, reorganizing, and opening of twenty-three schools in compliance with the pre-Field Act building program. When reassigning teachers to different schools, the district was directed by the board of education to use a system of reassignment that would comply with current state and federal fair employment guidelines and the Sacramento Agreement of 1975-76. It was felt that the district had a responsibility to its taxpayers to avoid lawsuits resulting from negligence and/or discrimination in the selection and reassignment practices.

---

*Sacramento Agreement, July 1, 1977 - June 30, 1980, p. [illegible], Article VII - Transfers; 1. Definitions; 1.1 A voluntary transfer is one which is initiated upon application of the employee and involves either a change in assignment from one school or administrative unit to another or a change in classification within the bargaining unit; 1.2 An involuntary transfer is one which is initiated by the administration and involves a change in assignment from one (1) school or administrative unit to another without a change in classification.

An Overview of the Selection System

The "selection system" consists of a process, or a sequence of tasks an individual passes through in attempting to obtain an identified position.

The task--also referred to as test or selection instruments--is to identify the skills, knowledge and abilities required by the candidate to perform the job. Before the test involved in the selection process is acceptable, there must be some indication that the content of the test does measure what is intended.

The determination of test content is derived from identification of task performances necessary to accomplish the job. This is also known as a job analysis. The assessment of the analysis will provide a basis for measuring applicants against the requirements of the job with the intent of making rational selection decisions.

Equal Employment Opportunity Commission. The Equal Employment Opportunity Act of 1972 is significantly important to public school districts in that the act broadens the coverage of the 1964 Civil Rights Act to include public agencies and educational institutions employing fifteen or more persons. This act expands the definition of the Equal Employment Opportunity Commission by granting the commission the power to file suits against private employers and to request the Justice Department to file against public employers. A charge of improper discrimination may be filed by individuals or a group of persons who believe they are victims of employment discrimination. Under congressional directives, EEOC must notify the employing agency within ten days subsequent to the charge.

California Fair Employment Practice Act. The California Fair Employment Practices Commission is the local agency similar to the EEOC. District charges of unlawful discrimination are normally initiated at this level. Here, an attempt by conciliation methods is made to gain settlement of a charge. If conciliation fails, the state or local agency will normally refer the issue to the EEOC.

If conciliation again fails, in the case of a public school situation, the EEOC may request the Attorney General to bring suit against the accused.

In summary, the structure of the lawful interview is developed from selection criteria as determined by a job analysis and is also subject to precisely identified federal and district laws. All district employment and transfer procedures are performed within this framework. If followed in the interview process, the selection system is said to be valid. If there is any unlawful deviation of the system, the selection process is said to be non-validated or unlawful.

Statement and Purpose of the Practicum

Unavoidably, the scope of this document covers personnel practices for preschool through twelfth grade. However, due to the writer's specific area of responsibility, Director of Certificated Elementary Personnel, the focus of this document was on the interview at the Elementary Certificated Personnel level.

In reviewing district interviewing procedures with site administrators, the writer discovered that site managers had the following recurring problems relating to the development and implementation of a validated interviewing system:

1. Lack of familiarity and understanding of board policies
2. Lack of familiarity and understanding of federal and state mandates
3. Difficulty in formulating measurable and job-related interviews
4. Difficulty in effectively involving staff where panel interviews were desired

During and prior to the 1976-77 school year, staff selection usually involved only two levels of administration in the interview process: the personnel director, district office, and the site manager. Both interviewed candidates independently of the other.

The interview process was generally based on the district's established practice of prior years. It was highly subjective, was not job related, and evidenced little documentation.

It now became necessary to bring the interview process into conformance with EEOC guidelines and to establish clarification and evaluation of a valid interview process. Evidence of validity had to be maintained at not only the district office, but now had to be established in the area of site managers.

Evidence of validity is described in EEOC Guidelines in Section 1607.4 as follows:

> "Each person using tests to select from among candidates for a position or for membership shall have available for inspection evidence that the tests are being used in a manner which does not violate Section 1607.4. Such evidence shall be examined for indications of possible discrimination, such as incidences of higher rejection rates of minority candidates than non-minority candidates..."

It was the purpose of this practicum to:

1. Develop a suggested guide for district school interviewers to use to insure compliance and systematic procedures in conducting one-to-one and panel interviews

2. Develop a suggested guide for interview structuring
3. Develop a suggested guide for implementation of required EEOC components
4. Conduct group inservice training on a validated interviewing process for principals, school staffs, coordinators, and parents
5. Develop a procedure enabling the interviewing process to proceed systematically during ensuing school years

OBJECTIVES OF THE PRACTICUM

OBJECTIVES OF THE PRACTICUM

Grievances and lawsuits filed against the district, attributable to unlawful interview procedures at the site managers' level, manifested a need of personnel to provide the managers with appropriate interview guides to remediate the problem. The objectives of this practicum relate to the need.

Objective 1: By the end of the 1977-78 school year, on a post-test as compared to the pretest, the number of site managers familiar with board adopted policies and federal and state mandates involved in the selection process will be increased to 80 percent of the forty-five managers in the target group. Such achievement will be verified by comparing the results of a pretest and post-test (Domain-Referenced Achievement Test) which will be given to the forty-five site managers.

The following table reflects the results of a paper-pencil post-test assessment, developed and administered by the writer to the forty-five site managers: (See appendix B, page 59.)

Table 1

Knowledge of Board Policies
State and Federal Mandates

Knowledge of Board Policies	State and Federal Mandates	
Categories	Pretest Scores	Post-test Predictions
1. Federal, state and board selection guidelines	11 or 25%	34 or 75%
2. Hiring the handicapped	9 or 20%	34 or 75%
3. Racial/ethnic guidelines	27 or 60%	41 or 90%
4. Title IX, women candidates	14 or 30%	36 or 80%
Totals	61 135%	145 320%

The sum of the pretest scores, sixty-one, divided by the four categories gave an average of fifteen correct responses. The sum of the pretest percentages, 135 percent, divided by the four categories gave an average of 34 percent familiarization of the test.

If the writer is to achieve success in measuring knowledge in these categories to 80 percent of the forty-five people in the target group, the following scores must be reached:

1. The sum of the post-test scores, 145, divided by the four categories must result in an average of thirty-six correct responses
2. The sum of the post-test percentages, 320 percent, divided by the four categories will give the average 80 percent prediction familiarization of the test group

Objective 2: By the end of the 1977-78 school year, there will be a 100 percent reduction of the number of grievances and lawsuits attributable to improprieties in the interview process filed against the district as documented by district records and determined by a pre-post comparison. During 1976-77, there were four lawsuits, one at the elementary level and ten Level II Grievances, related to improper selection processes, filed against the district.

Objective 3: (Process) The writer will develop a system to train three levels of concerned persons in the interview and selection of personnel. The levels will be:

a) Site managers
b) Teacher(s)
c) Community parents

By the end of the 1977-78 school year, success of the training will be demonstrated by a 100 percent reduction of the number of Level II Grievances (ten) and lawsuits (four) attributable to improprieties in the interview process filed against the district. This reduction will be documented by district records determined by a pre-post comparison of those records.

Objective 4: Within a six-month period during the 1976-77 school year, the district paid approximately $20 thousand to cover direct and indirect costs of one lawsuit and the combined ten grievances brought against the district charging the use of improper interviewing practices. During the 1977-78 school year this sum will be reduced by 90 percent as gauged by a comparison of the expenditures for the pre and post year.

Objective 5: During the 1976-77 school year the recording of all potential and actual grievances reaching the Level II Grievance stage and resulting from the use of improper interview techniques related to the selection and/or transfer of voluntary and involuntary transfer personnel will be reduced by 90 percent as gauged by a pre-post comparison.

Recorded Grievance 1976-77		Estimate Grievance Reduction of 90 percent, 1977-78
Potential grievances*	50	5
Actual grievances**	10	1

* Parties have not entered into litigation

** Parties have entered into litigation

A REVIEW OF THE LITERATURE

In support of the Development and
Implementation of a Validated
Interviewing System of Potential
Teachers by Heads of Elementary
Certificated Administrative Units
in the Sacramento City Unified
School District.......

A REVIEW OF THE LITERATURE

A revised interview process which complies with current EEOC guidelines and the Civil Rights Act of 1964 was put into effect in the district during the 1977-78 school year.

The search of the literature revealed the following concepts relating to the development of the revised interview process:

1. Change in interviewing techniques is most effective when persons who interview are involved in the change process
2. Change in the interview process is the result of inservice education that develops the interviewers' awareness of new district employment policies and practices, as incorporated in federal and state employment guidelines
3. Change in the interviewing process is maximized when attention is given to consistency, reinforcement and proper sequencing of the components involved in change
4. The administrator's ability to interview literally controls staff quality by determining the people who are selected.[1]

This information supports the rationale that the interview system should be assessed by all participating administrators, measurable goals and objectives should be the result of the assessment and opportunity should be provided for the attainment of those objectives.

---

[1] Rubin, Louis J. Curriculum Development, A Study Guide for Educational Administrators. Fort Lauderdale: Nova University National Ed.D. Program for Educational Leaders, 1972, pp. 37-39.

A study made in California for the Fair Employment Practices Commission, "Guide to Lawful and Unlawful Pre-Employment Inquiries", contains the following statement:

> "It (the interview) is regarded as a means of evaluating qualifications which probably cannot be more effectively measured by written tests or other devices. For example (the interview)... provides samples of the ability of competitors to identify and respond to important considerations in clearly job-related problems, permits assessment of the effectiveness of verbal communications, and allows competitors to demonstrate their familiarity with the nature and demands of a job.
>
> Second, many people feel... important to actually evaluate applicants on a face-to-face situation where competitive strengths and limitations can be explored in some depth and detail.
>
> Third... 'experienced persons' will be able to distinguish between those applicants who may or may not have the qualities which make them successful at a given job.
>
> Fourth... though evidence of its (interview) predictive validity may not be strong, the interview can be useful in screening out at least a small percentage of applicants whose motivation is questionable and who would likely fail on the job for reasons which would be costly in human and/or dollar terms."[2]

Increasing concern with fair employment practice issues has brought about a closer examination of the effectiveness of the interview as related to specific situations. Prior to the 1960's few districts attempted an evaluation of the effectiveness of the interview content in general or as related to specific positions. Questions regarding validity, job relatedness and adverse effect were seldom considered. Selection of an applicant to a position was typically determined by subjective decisions and not subject to critical review by government agencies, legal professionals or an interested community.

---

[2] Interviewer Training Text; California State Department of Education; 1975, p. 1.

While the oral interview has the elements of being highly subjective, to the "experienced interviewer" it provides an opportunity to evaluate the applicant in areas of strengths and limitations on a person-to-person basis at a verbal and physical communication level.

As evidenced by court appeals, abuse of the interview has opened the way for government agencies to mandate that all procedures involved in the interviewing process be documented as evidence that the selection process was validly tied back to the job description.

Rubin states that the process of change requires three sets of operations:

> "... I have termed these operations analysis, strategy, selection, and installation. The analyses involves five steps:
>
> 1. Identifying a weakness
> 2. Analyzing the causal factor
> 3. Comparing alternative correctives
> 4. Selecting best corrective
> 5. Identifying potential mechanisms for implementing the change
>
> ... Strategies for installing an innovation frequently must vary with the style and organizational position of the person engineering the change.
>
> The function of strategy selection is to permit the changemaster to play his cards as well as he can. The more evidence he has gathered from the previous analysis, the better.
>
> The presence of crises, whether in society as a whole, the educational establishment, or in a school, usually increases willingness to innovate."[3]

---

[3] Ibid, Rubin, pp. 101-103.

The "crises" represented in this document was the sudden collapse of the subjective free-wheeling interview. Now a system of structure, in the interview process, validity and documentation was mandated to the district from city, state, and the federal government.

The "innovation" with which this document was concerned was the development and implementation of a validated interview system. The system was designed to aid site managers in conducting lawful interviews of potential teachers. The decision to develop the process was collectively made by the board and district superintendent. The writer chose to spearhead this move at the elementary level.

> "The installation activity follows the two previous operations. These are six steps:
>
> 1. Analysis of the innovations requirements
>   - a) Training
>   - b) Materials
>   - c) Integration with the existing program
> 2. Initiation of the influence strategy
>   - a) Inducing dissatisfaction
>   - b) Clarifying the reasons for change
> 3. Establishment of the innovation
> 4. Installation of the innovation
> 5. Provision of transitional support
> 6. Integration with the permanent system
>
> ... It is important to note, again, that the installation of an innovation does not begin until 1) a specific weakness has been identified, 2) the problem has been analyzed, 3) alternate solutions have been considered, and 4) a rational examination of the innovations requirements has occurred.

> ... The time given to each step in the installation process varies with the nature of the innovation and the characteristics of the situation. The steps are based on the following assumptions:
>
> 1. The staff (district) must understand the innovation, its requirements, and its relation to the school's objectives
>
> 2. The benefits of the innovation must be clear
>
> 3. Specific strategies must be used to induce the staff (district) to accept the innovation, to prevent transitional failure, and to integrate the innovation with the total instructional program.
>
> ... More often than not, the success and value of a new procedure depends on a concomitant effort to improve other elements in the instructional setting. Failure to make these related alterations may dissipate and even negate the effect of the innovation."[4]

The usual procedure in initiating a planning effort to bring about change is to begin with a needs assessment. Relative to this document, the needs assessment was generated by the district's plunge into a declining enrollment, surplus teacher situation.

Decisions to select personnel are subject to challenge by the employee, the candidate, government agencies and the court. If a decision is challenged, proof of documentation is needed in two areas:

1. The decision must be job related

2. There must be written documentation to prove it

> "An acceptably content valid selection interview must be based upon a sound documented job analysis which allows clear definitions of required knowledges, abilities, and personal/behavioral characteristics which are critical to job performance and which can be suitably assessed in the interview process... The valid interview examination must include, therefore, recommendations regarding the structural, procedural, and personal resource characteristics

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[4] Ibid, Rubin, pp. 101-104.

> of the interview which will assure that only the proper critical qualifications will be represented and that each of these will be measured with a high degree of adequacy."[5]

Both the state and federal government have published guidelines on what constitutes adhering to fair employment practices as established by the Fourteenth Amendment.

The relationship of these guidelines to the Sacramento City Unified School District selection system was discussed earlier in the Statement of the Problem section of this paper.

However, in adding additional support for the development of this practicum, the reader is referred to Title 29 of the U. S. Department of Labor, EEOC, which sets directions for the guidelines on employment selection procedures.

The directions establish minimal guidelines in two prime areas. Validation is first. Whatever test is used must be able to undergo a content analysis that can be directly tied back to the requirements of the job. Second, the test must not be unlawfully discriminatory, in other words. Tests must have no adverse impact on groups protected by Title VII. This emphasizes the point that all aspects related to the interview must be subject to precisely administered guidelines as directed by federal laws.

Biddle and Associated, Inc., state:

> "... When making decisions in the areas of hiring, transfer, training, or promotion, you may evaluate candidates on job-related knowledges. You must be able to prove that the knowledges or skills you evaluated are needed to perform some of all of the duties of the job. Therefore, you must know what knowledges and skills the job required.

---

[5] Interviewing Training Text, California State Department of Education, publication date not identified, p. 9

But

Any knowledge or skill which is usually learned in a brief orientation (8 hours or less) cannot be evaluated,

And

Any knowledge which is going to be taught or acquired on the job, after hire, cannot be evaluated.

Knowledge and skills which take longer than a brief orientation (8 hours) to learn (reading, writing, math, etc.) and which will not be taught or acquired on the job can be evaluated."[6]

The latter stipulation would especially apply to filling a vacancy in accordance with program needs. The need may stem from a vacancy that requires a teacher who is:

1. Bilingual
2. Meets an ethnic/racial requirement
3. Meets a physical requirement (i.e., physical education teacher)

> "If candidates need only a specified, minimum level of a knowledge or skill, that's all that should be considered. However, if having more of a knowledge or skill is likely to result in better job performance, you can rank candidates according to the level or amount of the knowledge or skill each possesses."[7]

This applies to applicants possessing a regular teaching credential along with a strong ability in some other area, i.e., a fluency in Spanish, Tagalo, Cantonese. Such candidates could conceivably have a higher employment rating than an employed "experienced" mono-lingual candidate.

---

[6] Biddle and Associates, Inc. EEO Consulting and Training; GDJA - Guidance Oriented Job Analysis. Second Generation AAP. EEO Compliance; 903 Enterprise Drive, Sacramento, California 95825; Copyright 1978, p. 27.

[7] Ibid.

The Interview

Webster describes the interview as:

> "a meeting, generally of persons face to face to talk over something special: The interview, in its various forms, is a basic tool of social research."

Typically, there are two basic types of interviews used in the selection process. The first is called a preliminary or screening interview, the second is the final or selection interview.

The preliminary interview is typically used to confirm information found in the preliminary evaluation material. It is a shorter version of the selection interview which generally takes more time. The selection interview is centered on attempting to predict the success of a candidate to meet the job requirements.

Interview Problems

The interview is not generally known to be a valid or reliable selection instrument. However, observation of the following guidelines should ensure a more valid selection.

1. Structured interviews, where a basically set pattern is followed
2. Interviews that observe local, state and federal ethnic/minority guidelines
3. Interviews that evaluate no more than four to seven well-defined behavior dimensions
4. Trained interviewers who know what to measure and how to look for it
5. The use of a written plan for the interview from introduction to finish

Measurement Techniques for Teacher Applicants

The written or paper-pencil test is one method of assessing knowledge of the candidate. If the test is objective and results in group scores, it will have to demonstrate a high level of validity and reliability documentation. The preparation of this type of test will exceed the amount of time consumed in other testing procedures.

The objectivity of such a test is highly dependent on the ability of the examiner to develop a test that samples the knowledges, skills, abilities, and other characteristics shown through a job analysis to be necessary for successful performance of a job.

A test structured to solicit written responses to open-ended questions will result in a subjective evaluation of the written material. Response to the subjective examination is limited to the writer's ability to logically express himself/herself. The response may not accurately assess the candidate's knowledge.

The written test becomes objective if it is:

1. True-false
2. Multiple choice
3. Sentence completion

This type of test is easy to score resulting in accurate statistical objectivity.

See appendix C, page 63, for an example of an applicant paper-pencil test used by this district. This is a complete copy of the type of pencil test developed for specific job vacancies.

This test was selected because of its specific tie to board policies, the union contract and the judgment of the applicant.

Job simulation represents another type of test. This method involves role playing by the testers of people (interviewer) in similar classroom situations. Such a test demands that the applicant respond spontaneously to carefully structured scenarios deemed critical to successful job performance. Spontaneous responses of the person being interviewed are scaled by raters. The end results of the ratings are based on the skills and knowledge of persons engaged in the job analysis.

The replication test takes place at the work location and in doing so replicates the actual job situation. Experts monitor the spontaneous responses of the applicant to on-the-job incidents.

Ratings for job simulation and replication test are administered by expert monitors. It is beyond the scope of this practicum to analyze the implications of such an evaluation procedure. However, the writer would recommend that where this type of assessment is practiced, a team approach be used. Major strengths of a candidate's classroom potentials are less likely to be overlooked by a team than a single monitor and a team is usually more comprehensive. A rating conducted in this manner would tend to give a more unbiased and equitable judgment. Both the simulation and replication test systems are costly in terms of money and time.

In this administration, student teaching is the closest the district comes to involving "candidates" in job simulation and replication tests. The writer has explored these areas with both those who were raters and those who were rated. The system has merit. However, unless a team approach is used, and the evaluation is goal directed and tied into a rating scale for validity, the system can become highly subjective.

The oral interview may fall into one of four basic types. They are:

1. Highly structured - The wording and sequencing of the interview process is predetermined; no deviation or follow-up questions are permitted
2. Structured - The wording and sequencing is predetermined. All applicants are asked the same questions, but interviewer(s) is (are) allowed follow-up questions
3. Semi-structured - Some variance of wording and sequencing from applicant to applicant; interviewer(s) is (are) allowed to ask follow-up questions
4. Unstructured - Interviewer(s) is (are) allowed maximum flexibility in questioning applicants

Teacher Selection Process in the Sacramento City Unified School District

Prior to this proposal and under the auspices of the school board, directives and techniques involved in the selection process were almost the sole province of the central personnel office.

Candidate teachers received their preliminary interviews at the central office. This interview was conducted for the purpose of making sure that the candidate clearly met the minimum academic and credential qualifications and appeared "equipped" for the position. If so, the "cleared" candidate was then referred to the site administrator for an interview that was assumed to relate to the vacancy in question. At the discretion of the site manager, this interview could be conducted on a one-to-one basis or by a panel of persons. Prior to this practicum, the one-to-one (and usually subjective) interview was preferred by site administrators.

Under district direction, the interviewer had to accept or reject the candidate based on the one interview. Personnel practice was to continue to send one candidate at a time to the interviewer until such a selection was made.

As directed by the Sacramento Teachers Agreement, the district must now post all vacancies. All interested persons may apply for any number of openings. Under this agreement, the personnel director is expected to refer two or more candidates to administrators to be interviewed for the same position. Improprieties in these school site interviews gave rise to this practicum.

Application of the Review of Literature to the Practicum

The review of the literature supports the theory that the interview is a complex interpersonal and interactive process, which flows best under a defined structure. The development of such a structure means defining an interview format and procedures to implement a process that guarantees the users that all appropriate and measurable district and federal employment guidelines are included.

The interview is a major purchasing decision. Employees cost money. Recruitment cost and interview time are money. Salary, training, insurance and medical coverage run into thousands of dollars. A poor investment is a loss of a diminishing commodity-- time and money. Other advantages of a well-planned interview follow:

1. A well-managed interview will improve staff quality by helping district personnel to select the most promising person for the job

2. To the degree that decentralization is involved in the interview process, site administrators continue to have a tool allowing for school management accountability

3. Consider the interview as a viable tool for site administrators--including them as contributors to the creative process--and they are more likely to use it

High interest among site administrators in the interview process was a new development in this district. However, since many administrators were not acquainted with interview procedures and district, state, and federal legalities, the writer received daily requests for information in this area. In the interest of time and maximum subject coverage, employment guidelines from the state and federal governments were gathered and disseminated to administrators by the writer. Discussion of the guidelines took place as a regular part of the weekly programmed interview sessions. Reference is made to these sessions in the Methodology and the Summary and Recommendations of this report.

Both the Highly Structured and Structured interview formats were alternately used by the writer for one year. While reading sequential pre-determined questions was easy and required no exertion on the part of the interviewer, it was mechanical, impersonal, and boring.

Personal experience and the Review of the Literature convinced the writer to select the Semi-structured format over the Unstructured interview for district use because of its quality of maximizing standardization and flexibility in the interview process.

Based on the Review of the Literature, the writer developed a representative selection process guide for use by district site managers. The guidelines were approved by the district administration and disseminated to all appropriate district personnel. (See appendix D, page 71.)

The guideline criteria were deliberately kept open and flexible. The writer's intent in doing so was to encourage administrators responsible for staff development to keep abreast of current lawful interview procedures. The guidelines were to aid managers in using job descriptions in conjunction with federal directives as the basic guide for determining selection procedures that could clearly be lawfully validated.

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IMPLEMENTATION

IMPLEMENTATION

Structure and Activities of the Practicum

The development, implementation and evaluation of the practicum included the following procedures:

1. Develop a plan to aid:
    a) Interview planning
    b) Implementation of the interview
    c) Evaluation of the interview and implementation process
2. Conduct inservice, group and individual interview training sessions
3. Review interview training plans with central office administrators and principals
4. Develop a procedure to maintain the administrators continued use of acquired interview skills in the district

The chronological organization and description of components of the practicum occurred as follows:

March 1976: A needs assessment administered to forty-five site administrators indicated their need for specific knowledge of how to bring together district, federal and state guidelines in the development of lawful interview skills in structuring and conducting job-related interviews.

During April of 1976 the writer organized and met with the Personnel Director, Secondary Education; Director, Classified Personnel; and the Administrator of Staff and Training Services to plan a workshop on the interview for district administrators. Organizing the content of the workshop entailed:

1. Establishing Instructional Activities
2. Setting Goals
3. Setting Objectives
4. Establishing Workshop Support
5. Budgeting
6. Establishing Workshop Location
7. Confirming Workshop Support
8. Confirming Workshop Location
9. Confirming Workshop Instructional Activities
10. Confirming Workshop Date
11. Confirming Instructional Activities

Feeling that an interview workshop was much needed by the district, the Deputy Superintendent, Dr. Fred J. Stewart, made mandatory the attendance of all 130 elementary and secondary administrators.

On May 17, 1976, all administrators were sent the Notification of an Inservice Workshop dealing with the interview. Follow-up workshops were conducted in the district personnel office. These workshops consisted of scheduling administrators to participate with the writer in actual interview sessions. Both individual and panel interviews were scheduled, and information covering all aspects of the interview were circulated. The method of presentation included discussion, chalkboard, handouts, questions and answers, small group-directed interview sessions, comparison of group concerns and oral and written evaluations.

Workshop Scheduling

The Sacramento City Unified School District is divided into four areas. The areas are based on a "feeder school" concept. The elementary and junior high schools "feed" into the assigned high school area. This arrangement allows for area program articulation among site managers working in the same areas.

In keeping with the area concept, the scheduling of workshop attendance was planned to include complete areas at a time.

June 8, 1976: The workshops began and were scheduled as follows:

June 8, 1976:

9:00 - 11:30 a.m. - Workshop of Area I - Administrators
1:30 - 3:30 p.m. - Workshop of Area II - Administrators

June 9, 1976:

9:30 - 11:30 a.m. - Workshop of Area III - Administrators
1:30 - 3:30 p.m. - Workshop of Area IV - Administrators

Appendix E, page 82, contains information disseminated to each workshop participant to facilitate knowledge and skill in developing and conducting interviews.

September 1976: The writer's secretary called and scheduled all district elementary site administrators to participate at the district office in the interview sessions. One morning a week, September 1976 through June 1977, was set aside for the process. The initial telephone calls were immediately followed by written memorandums. Reminder memos were sent each succeeding month to participants as scheduled.

Each district office interview session was preceeded by a discussion of interview techniques, the selection of the format to be used, and the procedures for the interview. After the interview the entire process was critiqued by the participants.

October 1976: The first of several parents from the community were scheduled in to participate on the panel. The parents were selected from the site community by each participating principal.

November 1976: The writer reviewed the interview process with the Director of Personnel Services in reference to quality of performance. The director was pleased with progress of the office interviews.

January 1977: Resumed interview sessions with administrators.

February 1977: Began individual clarification sessions with principals to discuss their specific interview concerns. This was the basis of the formative evaluation to modify the strategy. The interview guide, Qualifications Appraisal Panels, developed for district use by Classified Personnel, was introduced to workshop participants. This guide represented the end product of the classified department's participation in the workshop.

March 1977 - April 1977: Received recommendations and modifications from the interview participants for the formative evaluation of individual and panel interview which follow:

1. Increase the use of the interview panel
2. Increase staff, community and parent involvement in the interview
3. Improve ability to objectively document interviews
4. Attach time limit to interview

May 1977: Post-test and assessment of outcomes. The writer met with the Director, Personnel Services, to establish procedures for continuation and refinement of interview process.

See Appendix F, page 99, for copies of the following:

1. Staff Training Services Department Memorandum--mailed under the direction of the deputy superintendent to all district administrators
2. Workshop Objective--distributed at the workshops. This was based on the Needs Assessment
3. Evaluation Sheet distributed at the workshop
4. Conclusions of the workshop evaluation

EVALUATION

EVALUATION

The purpose of this practicum was to assist site managers in their ability to develop proficiency skills in identifying, developing and conducting valid interviews of potential teachers.

To do so, the writer proposed to develop and implement a validated interviewing system to facilitate the process. The activities necessary to accomplish this task were discussed and executed as described in the practicum section on Implementation. A restatement of the objectives, the writer's predictions and the actual outcomes follow.

Measurement of the Objectives

Objective 1: By the end of the 1977-78 school year, on a post-test as compared to the pretest, the number of site managers familiar with board adopted policies and federal and state mandates involved in the selection process will be increased to 80 percent of the forty-five managers in the target group. Such achievement will be verified by comparing the results of a pretest and post-test (Domain-Referenced Achievement Test) which will be given to the forty-five site managers. It is predicted that the results of the post-test will be as follows:

Post-test Categories	Pretest Scores	Predicted Post-test Scores
1. Knowledge of board policies, state and federal mandates	11 or 25%	34 or 75%
2. Hiring the handicapped	9 or 20%	34 or 75%
3. Racial/ethnic guidelines	27 or 60%	41 or 90%
4. Title IX, women candidates	14 or 30%	36 or 80%

Evaluation

Objective 1 was based on the response of forty-five managers in the pretest group. However, at a later date the writer received only forty responses to the post-test. Thus the projected increase to an 80 percent group familiarization with the previously identified categories was adjusted to a target area of forty managers.

The remainder of the evaluation will reflect this change.

Table 2

Comparison of Pre and Post-test Scores
(Reflecting Adjustment)

Categories	Pretest Scores	Post-test Prediction (Based on 40 responses)
1. Board policies, state and federal mandates	11 or 25%	30 or 75%
2. Hiring the handicapped	9 or 20%	30 or 75%
3. Racial/ethnic guidelines	27 or 60%	36 or 90%
4. Women candidates, Title IX	14 or 30%	32 or 80%
	60 or 135%	*128 or **320%

* Sum of 128 divided by 4 = 32 correct responses from a test group of forty managers.

** Sum of 320% divided by 4 = 80 percent, the predicted results of the pretest.

Results of the Post-test

The following categories were independently tallied; the assessment of categories one and two was combined.

Category 1: Board policies, state and federal mandates. In this area, the writer's prediction fell short of the objective. Rather than an increase to 75 percent of the target group as predicted, an actual increase to 64 percent was reflected in the 1977-78 assessment. (See Table 2 for this and the following category delineations.)

Category 2: Hiring the handicapped. A scope of 49 percent on the post-test demonstrated that the forty responding administrators fell short of the predicted 75 percent group familiarity in this area.

Assessment

Although site managers were aware of an obligation to include federal, state and board policies in the interview guidelines, old habits of conducting unstructured interviews continued to be a part of the selection process. Interviewing managers continued to make reference to the human condition and to ask non-job related questions of candidates, i.e., "How does a woman of your age ski?" The perpetuation of such unlawful interview behavior continued to make the district vulnerable to grievances and lawsuits. Such behavior also further convinced the writer of the value of the need to develop a structured interview procedure now in use by interviewers as an aid in conducting valid interviews.

Category 3: Racial/ethnic guidelines. A scope of 86 percent on the post-test demonstrated that the forty responding administrators closely approached the 90 percent prediction.

Assessment

The visibility of racial/ethnic groups exerting political and social pressures for district employment may have prompted administrators to give more attention to this area.

Category 4: Women candidates, Title IX. A score of 98 percent on the post-test demonstrated that the forty responding administrators surpassed the 80 percent prediction.

Assessment

As in Category 3, perhaps the visibility of women, the exponents of Title IX and related political and social movements, gave administrators more motivation to be highly aware in this area.

A summary of the pretest scores reflected the test group's initial lack of familiarity with the above board policies and legal directives. The percentage scores follow:

Pretest Scores

Category 1 -	25%
Category 2 -	20%
Category 3 -	60%
Category 4 -	30%

A comparison of the two test, pre and post, yields the following test group's percentages relating to familiarity with board policies:

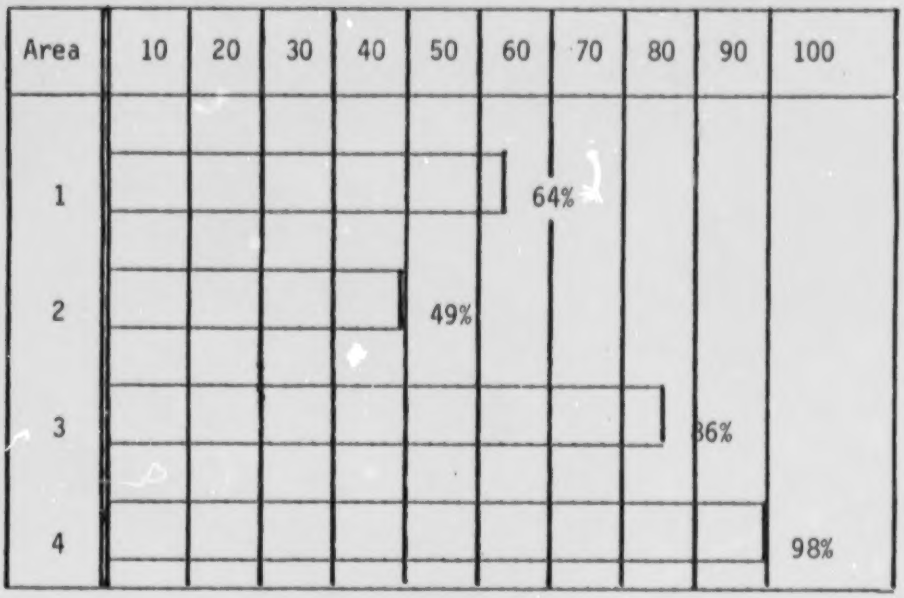
Post-test Scores

Category 1 -	64%
Category 2 -	49%
Category 3 -	86%
Category 4 -	98%

From the percentages shown, an overall effective familiarity of 74 percent was obtained. This compares favorably with the predicted familiarity of 80 percent. (See Table 3 for a graphic description of the above.)

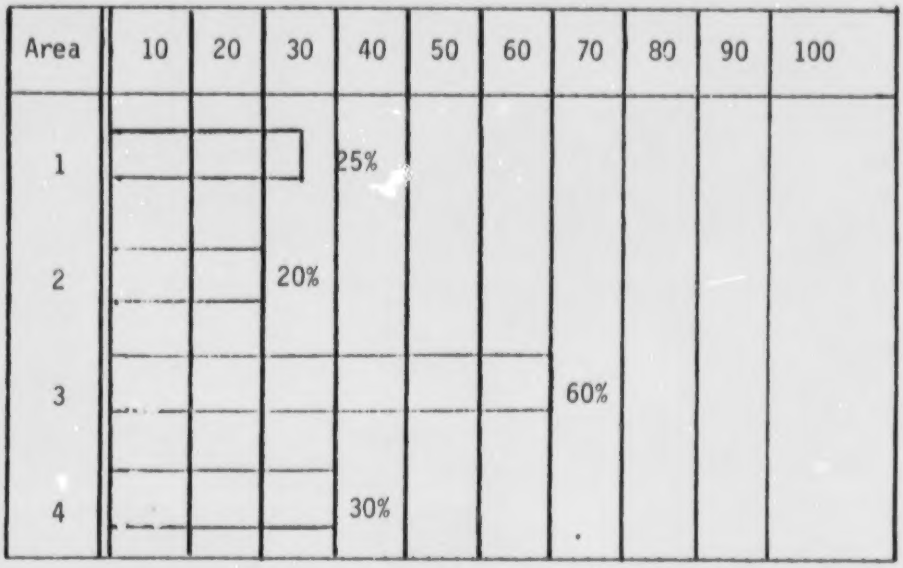
Table 3

PERCENTAGE INCREASE IN FAMILIARITY OF BOARD AND LEGAL POLICIES



Overall 74 percent increase in familiarity

PRETEST FAMILIARITY



Objective 2: By the end of the 1977-78 school year, there will be a 100 percent reduction of the number of grievances and lawsuits attributable to improprieties in the interview process filed against the district as documented by district records and determined by a pre-post comparison. During 1976-77, there were four lawsuits, one at the elementary level, and ten Level II Grievances, related to improper selection processes, filed against the district.

Assessment

By June 30, 1978, participating site administrators demonstrated an understanding of implementing and conducting lawful validated interviews. They were able to use this knowledge in planning their own interview formats as demonstrated and recorded on attached segment interview questionnaires. (See appendix G, page 104.) Demonstration of such understanding was manifested by a 100 percent reduction of lawsuits and Level II Grievances against the district relative to unlawful interview procedures.

Objective 3: (Process) The writer will develop a system to train three levels of involved persons in the interview and selection of personnel. The levels will be:

a) Site managers

b) Teacher(s)

c) Community parents .

By the end of the 1977-78 school year, success of the training will be demonstrated by a 100 percent reduction of the number of Level II Grievances (ten) and one lawsuits, attributable to improprieties in the interview process filed against the district. This reduction will be documented by district records as determined by a pre-post comparison of those records.

Assessment

The writer developed and implemented workshops to train the three levels of involved persons in conducting lawful validated interviews. The three levels - formats - were:

a) Personnel director → site managers → candidate
b) Personnel director → site managers → site teacher → candidate
c) Personnel director → site managers → site teacher → community → parents → candidate

When required, each administrator was responsible for securing his staff and community participants for the process.

The workshops started with the writer including the site manager (and candidate), only as an interview participant. The process consisted of disseminating district, federal, and state employment guides for use in discussing the interview procedures and the selection system with the manager. This was done prior to inviting the candidate into the interview. Such areas as job specifications, the intent of the interview, selection of an appropriate interview format to assist in the intent, and the over-all process, including the documentation of the procedures, was covered. After the interview, the writer and the manager discussed what occurred during the process, and how to write objective evaluations of the procedings.

As the weeks continued, the same inservice process was used to train an increasing number of persons involved in the interview.

The development and dissemination of the Selection Process, The Site Interview, was the end product of this activity. (See appendix D, page 71.)

Success in meeting the process objectives was demonstrated in a pre-post count of a 100 percent reduction of the number of Level II Grievances and lawsuits related to improper use of the interview process as leveled against the district. (See appendix F, page 99, for Evaluation of the Workshop.)

Objective 4: Within a six-month period during the 1976-77 school year, the district paid approximately $20,000 to cover the direct and indirect costs of one lawsuit and the combined ten grievances brought against the district charging the use of improper interviewing practices. During the 1977-78 school year this sum will be reduced by 90 percent as gauged by a comparison of the expenditures for the pre and post year.

Assessment

Since there were no lawsuits nor any Level II Grievances attributable to unlawful interview procedures during the 1977-78 school year, monies so spent in that area as compared to the previous year, were reduced by 100 percent.

Objective 5: During the 1976-77 school year the recording of all potential and actual grievances reaching the Level II Grievance stage and resulting from the use of improper interview techniques related to the selection and/or transfer of voluntary and involuntary personnel, will be reduced by 90 percent as gauged by a pre-post comparison.

Recorded Grievances, 1976-77	Estimated Grievance Reduction of 90 percent, 1977-78
* Potential 50	5 Potential Grievances
** Actual 10	1 Actual Grievance

* Parties have not entered into litigation

** Parties have entered into litigation

Assessment

During the 1977-78 school year, there was a total of ten potential grievances charged against the district. This number represented a ten-fold reduction of such grievances.

During the same period, there was one actual grievance that went into litigation. However, this number of one, also represented a ten-fold reduction in the area.

In summary, at the elementary level, a 1977-78 tally of all potential grievances and the Level II Grievances resulting from the use of improper interview techniques demonstrated a 100 percent reduction as gauged by a pre-post count comparison. The writer's prediction was met in this objective.

SUMMARY AND RECOMMENDATIONS

CONCLUSIONS

In an effort to address the practicum towards meeting a broad scope of district needs, the writer invited the directors of both the certificated and classified personnel services to participate in the initial planning of the practicum components.

The following is a summary of the 1976-77 planning sessions and the summative evaluation of the practicum.

The effort of involving both certificated and classified management personnel in the development of this practicum proved to be beneficial to all parties. A verbal assessment of the outcome of planning and implementing the initial workshop revealed that the participants felt that they had gained a general understanding of the similarities of the interview process as it pertained to both divisions of personnel. Through participation in the workshop, interview sessions and related activities, the directors for both Certificated and Classified Personnel began, for the first time, to share in interview responsibilities. This came about through the realization that an accountability to conduct validated and documented interviews is the responsibility of, and a protection for both personnel segments.

Linkage of the Strategy to the Outcome

Normally the responsibility for conducting interviews was delegated almost entirely to the district personnel officer. Personnel administrators were expected to stay informed on current hiring practices and to regulate those practices to reflect the mandates and constraints of local, state and federal laws.

The advent of declining enrollment and surplus teachers encouraged site administrators to demand more input into the selection system as it affected their staffing. Feeling that participation in a process aids in the development of site manager's accountability for staff selection and effective teacher performance, the writer encouraged and offered to support staff involvement in the interview procedures.

This posed a problem because school site managers were unfamiliar with board-approved policies and the legal mandates to be used as structure for the interview. Participation in this practicum helped to develop an awareness on the part of site managers of the importance and advantages of a well-planned interview. In developing a new perception of the process, managers began to see that a skillfully planned and executed interview usually made a difference between blind candidate selection and selective (and lawful) decision making.

The interviewers lack of knowledge in these areas frequently led them to conduct unlawful interviews--and subjected the district to lawsuits.

After a year of using the interviewing skills developed through participating in the workshops, site managers have developed keen personnel skills such as previously discussed in this document.

The degree of involvement by administrators of their staffs and communities in the selection process has been an unexpected spin-off of this practicum. Such involvement has resulted in an articulated familiarity of the district's hiring policies by management personnel and laymen that was not evident before. Now such nomenclatures as "surplus, job-validity, valid interviews, reliable documentation, etc." have taken on meaning.

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Active involvement in the workshops and inservice interview sessions, along with the writer's development and distribution of the Selection Process Guidelines for structuring lawful interviews has provided the participants with an understanding and working knowledge of the selection process. With the support of the writer, site administrators began to develop and implement selection interviews consistent with their particular staff needs. Such independent development of individualized interview formats was a strong indication that site managers were internalizing the process.

The formats contain test content that is derived from an identification of task performances necessary to accomplish the job. Criteria selection is related to the job as well as subject to federal and district fair employment guidelines. The panel interview, observation of EEOC guidelines, and documentation of the process, are now accepted and practiced district-wide. Prior to this practicum, this was not the case. (See appendix G, page 104, for examples of department interview formats.)

Where panel interviews are held in the district office, each administrator seeking to fill a position, now brings his/her own informed panel in along with a prepared interview format. The writer opens and closes each interview session and otherwise remains on the scene as a participant monitoring for appropriate use and content validity of the process.

Dissemination

As of 1977-78, by a verbal and visual assessment of district managers by the writer, 95 percent of the managers were conducting validated interviews as compared to less than 5 percent prior to this proposal. The writer continues to get requests from managers for additional copies of

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the selection guidelines. Site interview sessions, plans, and interview formats continue to differ reflecting needs of the specific vacancies. Such changes suggest a quality of continued alertness and flexibility on the part of managers.

As anticipated in the writer's proposal, during the 1977-78 school year, at the certificated elementary level, there was a 100 percent reduction in the number of Level II Grievances and no lawsuits attributable to non-compliant use of the interview, charged against the district. The writer suggest that such manifestation of improvement in the selection process was directly related to the managers participation in the development and implementation of this document.

The writer has shared the district's personnel interviewing techniques with the surrounding districts. At this writing, personnel directors from those districts indicated that they also are moving into the visible use of validated and documented interview formats.

The writer has recommended to the district that, as requested in the evaluation of the workshop, a yearly administrator's workshop devoted to reviewing legal interviewing skills, be continued and the recommendation has been approved. Based on the preceedings, the quality and outcome of the practicum was a success.

APPENDICES

APPENDIX A

Class Specifications for Certificated Personnel - Sacramento City Unified School District

APPENDIX A

Sacramento City Unified School District Approved 8-11-75

CLASS SPECIFICATIONS FOR THE DIRECTOR, ELEMENTARY CERTIFICATED PERSONNEL SERVICES DIRECTOR, SECONDARY CERTIFICATED PERSONNEL SERVICES

DEFINITION

Under general direction, to provide for the recruitment, selection, assignment, transfer, termination procedures, and related counseling of certificated personnel, except those requiring supervision or administration credentials; and to do other work as required.

QUALIFICATIONS

Credential: Possession of a standard administration credential, or credential of equivalent authorization, issued by the California Commission for Teacher Preparation and Licensing, is required.

and

Education: A master's degree from an approved institution is required. Preference will be given to persons who have had courses in personnel management and administration.

and

Experience: A minimum of five years of certificated experience in public or private schools is required. Additional experience in school district in a specialist, supervisory or administrative capacity is desirable and will warrant priority consideration.

DISTINGUISHING CHARACTERISTICS

Incumbents in either of these classes have responsibility for the duties and responsibilities listed below in either the elementary level (Grades K-6, Early Childhood Education Program, and Children's Centers) or secondary and adult levels (seventh through twelfth; all adult education programs).

TYPICAL DUTIES AND RESPONSIBILITIES

__________ 1. Interviews, screens, and evaluates applicants for certificated positions in the district, except those requiring supervision or administration credentials; refers selected candidates to line administrators and recommends those best qualified for employment.

__________ 2. Keeps informed on personnel needs and requirements in terms of anticipated vacancies, curriculum developments, changes in instructional programs, and the expressed preferences of line administrators.

__________ 3. Assumes responsibility for the efficient operation of certificated personnel accounting, requisition processing, and budgetary position control procedures.

__________ 4. Visits colleges and universities and employment agencies to recruit qualified teachers.

__________ 5. Interviews certificated personnel, excepting administrators and supervisors requesting transfer, reassignment, and/or promotion; evaluates requests, and after consultation with line administrators, makes recommendation for proper action.

TYPICAL DUTIES AND RESPONSIBILITIES (continued)

__________ 6. Recruits and recommends certificated substitute and temporary employees; reviews and rules on requests for short-term leaves of absence and out-of-district travel.

__________ 7. Provides counsel and advice regarding terminations and leaves of absence, and conducts exit interviews with a view toward analyzing program implications.

__________ 8. Provides counsel and advice with respect to personnel rules and regulations and on personal or professional problems affecting the adjustment, orientation, or in-service improvement of individual employees.

__________ 9. Assists in resolving problems arising from the unsatisfactory performance of certificated personnel and which may require appropriate disciplinary action.

__________ 10. Keeps informed on laws and regulations pertaining to certification in the state; evaluates qualifications of applicants for licensure and advises them regarding procedures for obtaining certification; and advises employees regarding the maintenance, renewal, and upgrading of their certification.

__________ 11. Visits the schools and offices of the district to obtain first hand information about them and their unique needs.

__________ 12. Administers the alternate to the master's program for certificated employees.

__________ 13. Visits and observes student teachers in the district in order to evaluate their qualifications for regular positions and to recruit those qualified for such positions.

__________ 14. Analyzes the effectiveness of recruitment, selection, and assignment practices; and evaluates and assists in the improvement of the performance and orientation of new employees through visitations and conferences with them and their administrative supervisors.

__________ 15. Assists in the development of certificated personnel policies, procedures, rules and regulations.

__________ 16. Assists in the development and maintenance of current job specifications for all certificated positions.

__________ 17. Conducts studies as assigned and prepares reports.

__________ 18. As assigned, serves on district committees which require representation from the Certificated Personnel Services Offic.

WORK SCHEDULE

The Director, Elementary Certificated Personnel Services and the Director, Secondary Certificated Personnel Services are assigned to work on a 12-month service basis, with 22 days of annual vacation.

APPENDIX B

Domain-Referenced Test--Used for Pre and Post-test Assessment of the Policies

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
Telephone: 454-8112
JOSEPH H. LYNN
Superintendent

A copy of the Domain-Referenced Achievement Test and cover letter sent to the district principals.

Five minutes of your time, please!

I am writing a document concerning the interview process as used by the Sacramento City Unified School District. In keeping with this, I am asking heads of administrative units to assist in this project by completing the enclosed Domain Reference Achievement test.

In doing so you will give me a picture of the overall interview process as conducted by our district administrators. I am sure that all conduct highly legal and validated interviews but I need proof!

Upon completion of the questionnaire, please return it to the writer, Box 51 - school mail.

Your immediate response will be greatly appreciated.

(Ms.) Sumatra E. Kirkland
Director, Elementary
Certificated Personnel Services

SEK:j

APPENDIX B

DOMAIN REFERENCED ACHIEVEMENT TEST

The California Fair Employment Practice Act, like other FEP laws, provides that no pre-employment inquiries or specifications, direct or indirect, may be made concerning a job applicant's race, religious creed, color, natural origin, ancestry, sex, or physical handicap. Pre-employment inquiries regarding the physical fitness of applicants are allowed if the inquiry or request for information is directly related and pertinent to the position applied for. The Act further prohibits any non-job-related inquiry, either verbal or through use of an application form, which may directly or indirectly affect the employment opportunities of those protected by the Act. The Act does not otherwise limit the right of employers to seek full information about the prospective employees or to establish the job-performance qualifications they consider essential. Whatever qualifications or standards are set, however, must be applied equally to all persons.

When an employer requires pre-employment data to comply with federal guidelines and regulations, that information may be solicited voluntarily and used for statistical purposes, provided certain safeguards are observed.

The California FEP Commission does not regard the limitation on pre-employment inquiries as a guarantee, of itself, against discriminatory hiring, but as one feature of the law which will help in this direction. Job application forms and interviews, help-wanted advertising, and union membership applications are mechanisms which may work for or against equal employment opportunity. They are regulated in all FEPC states.

Below are thirteen(13) questions frequently asked by employers during the interview. Put a check (x) next to those questions which are acceptable inquiries in keeping with the Fair Employment Practice Commission:

☐ 1. Have you ever worked for this district under a different name?

☐ 2. What was your name prior to being changed by court order?

☐ 3. What was your place of birth?

☐ 4. Can you, after employment, submit a birth certificate or other proof of United States citizenship, or age?

☐ 5. I see that you are a fair-skinned Mexican (Black). Do you darken during the summer - and are you Catholic, so that you can relate to our high Catholic population?

☐ 6. Will you give me the name and address of person to be notified in case of accident or emergency?

☐ 7. Will you give me the name and address of a relative to be notified in case of accident or emergency?

☐ 8. Do you have any physical disabilities?

Domain Referenced Achievement Test (continued):

☐ 9. Do you have any physical condition which may limit your ability to perform in the classroom area applied for?

☐ 10. Are you married?

☐ 11. In what language do you consider yourself fluent in speaking, reading and writing?

☐ 12. What year did you graduate from high school?

☐ 13 With such a strong southern (Asian, Mexican, etc.) accent, do you feel you can really communicate with children?

- Page 2 of 2 pages -

APPENDIX C

Applicant Paper-Pencil Test

In-Basket Exercise from
Classified Personnel Services
Department, Sacramento City
Unified School District

APPENDIX C

IN-BASKET EXERCISE

For the following exercises assume you are the personnel director of the Sacramento City Unified School District. The attached items have been sent in for your review and response. In determining how to respond to each item you may refer to the Boards' policies, the union contract and, where appropriate, your own judgment. When you have determined how to respond to an item, indicate in your response the source(s) and specific section number upon which you base your determination.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Director
Classified Personnel Services

DATE: April 4, 1979

FROM: Sandy Wisch
Food Service Manager

SUBJECT: R. Gue Mentive, Food Service Deliveryworker

R. Gue Mentive has been with us for eight months and, until two weeks ago, performed well. But in the last two weeks he has been tardy some twenty minutes on three occasions. Yesterday I met with him to discuss taking disciplinary action, and asked him why he couldn't get to work on time. His reply was, "It's none of your business, bitch!" I immediately placed him on indefinite suspension without pay, until I could talk to you. What should I do? I want to fire him.

Is this appropriate?____________________________________

What should be done first?________________________________

What facts are needed?__________________________________

What action should finally be taken?_________________________

What corrective action would you recommend for Sandy Wisch and why?______

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Director
Classified Personnel Services

DATE: April 4, 1979

FROM: Principal

SUBJECT: INSTRUCTIONAL AIDE SALARY PLACEMENT

Jim Jones has been recently employed as an instructional aide at Lincoln High School for this school year. His assignment is to work with "turned off" students in an attempt to get them going in the educational main stream again.

His unique experience as a student at American Legion under me has made him invaluable to us.

For the two previous years, he has worked as a volunteer Aquarian aide in our Drug Abuse Project. In that endeavor, he was in our school many times, and was well received by students and staff.

I am asking that the two years of volunteer experience in the Drug Abuse Project be credited to Jim, and that he therefore be placed on step 3 of the salary schedule. Such a raise may allow him enough of a wage to meet his family financial responsibilities and stay with us.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Director
Classified Personnel Services

DATE: April 4, 1979

FROM: Principal

SUBJECT: PLANT SECURITY

This memorandum is to advise you of what I consider a serious situation and the security of the school involving a custodian by the name of Leon Honeywell.

On Saturday, January 11, Mr. Long, the custodial manager, arrived on campus at 7:00 a.m. to find the doors to the gymnasium unlocked, the lights on, and the basketball scorebaord on. Mr. Honeywell had been assigned the responsibility of securing that portion of the plant on Friday, Janaury 10, before he left for the night.

Under these circumstances, I cannot be held responsible for the security of the plant.

Please advise.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Director
Classified Personnel Services

DATE: April 4, 1979

FROM: Supervisor, Special Officers

SUBJECT: HOLIDAY PAY

The contract contains two definitions in the article on hours for the workday - one for special officers and custodians and one for everyone else.

Given the two definitions - when a special officer is required to start work at 10:00 p.m. 7/3/79 and ends at 6:00 a.m. 7/4/79, for how many hours on this shift does he/she receive holiday pay for the Fourth of July?

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

REQUEST FOR SHORT-TERM LEAVE OF ABSENCE OR TRAVEL

INSTRUCTIONS: Prepare in five copies and submit to appropriate staff or cabinet administrator at least ten (10) days in advance of travel

Name John Smith

Date 3-19-79

Mailing Address 1412 E Avenue

School, Dept., or Office John Muir

Teaching assignment or position Custodian

Inclusive dates of absence or travel 4/17 - 19

Estimated expenses for which reimbursement is claimed, if any $ 0

BUDGET CODE

Purpose of absence or travel and narrative justification. (Attach additional information)

To attend a veterans' of foreign wars conference in San Francisco.

APPLICANT'S SIGNATURE John Smith

PRINCIPAL OR ADMINISTRATOR IN CHARGE (Required for all applications)

The above request (is ✓ is not ___) consistent with policy. I recommend its (approval ✓, disapproval ___)

A substitute is required Date(s) ________ ( ) Full Day ( ) Half Day

BUDGET CODE ________ (Only for categorical funding expenditures.)

Name of substitute suggested, if any ________

H. Jones.
(SIGNATURE)

STAFF OR CABINET ADMINISTRATOR'S RECOMMENDATIONS: (When required)

Approval ________ No Salary deduction ________ Expenses authorized $ ________

Disapproval ________ Partial Salary deduction ________

Full Salary deduction ________

(SIGNATURE)

Substitute request approved ________ disapproved ________

SUBMIT TO PERSONNEL SERVICES OFFICE (all copies)

Signature N. A. ________ Date ________

DISPOSITION OF REQUEST BY PERSONNEL SERVICES OFFICE:

Approved ___ Disapproved ___ Reason ________

Salary Deduction None

Full Substitute's daily rate

CLAIM FOR REIMBURSEMENT OF APPROVED EXPENSES: (See instructions on reverse side) *ATTACH RECEIPTS

Have you received a travel advance? ☐ Yes $ ________ ☐ No

Was Registration fee paid by the District? ☐ Yes ☐ No

Month/Year Day and Time	Location Where Expenses Were Incurred	Per Diem	Commercial Transportation*	Registration*	Miscellaneous*	TOTAL

Type of Travel

District Car	With Other Employee	By Common Carrier Paid by Applicant	By Common Carrier Paid by District	Own Car

Mileage ________ Total Mileage expenses ________

FOR BUSINESS SERVICES USE ONLY TOTAL EXPENSES ________

Ident. Code	Account Code	Vendor No	Approved	Amount Approved for Payment
				$

Original and green copy will be returned to applicant and are to be used in filing claim for reimbursement, if approved, with the Accounts Payable Section. (Return claim through approving staff or cabinet administrator if so directed.) Yellow copy will be returned to originating school or office. Pink copy goes to Payroll Section. Blue copy goes to Transactions and Records Section.

PSRI 32B (Stock No. 40 20351) (This form supersedes PSRI 32 and Form No. 40 14361)

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7

INSTRUCTIONS - ANSWER THE FOLLOWING QUESTIONS USING THE UNION CONTRACT AND BOARD POLICIES. BE SURE TO CITE THE SECTION NUMBER UPON WHICH YOU BASE YOUR ANSWER.

1. If an instructional aide is hired for an assignment which will last five months, is the employee eligible for health insurance coverage?

2. What is the minimum amount of time that a notice of vacancy must be posted?

3. What appeal rights does a probationary employee have to a recommendation that he be released?

4. May an employee use bereavement leave to attend the funeral of his uncle?

5. An employee must file a grievance at the informal level within how many days to have a valid grievance?

6. How many hours must an employee be paid if called back to work on a Sunday?

7. Which classified employees are required to sign a loyalty oath prior to appointment?

8. How many stewards may the union select at an elementary school?

APPENDIX D

The Site Interview--Selection Process Guidelines for Site Administrators in the Sacramento City Unified School District

A candidate selection guide developed by the writer to facilitate the use of a validated interviewing process by heads of elementary units when interviewing potential teachers

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

APPENDIX D

February 15, 1979

MEMORANDUM P-9

Topic: GUIDELINES FOR SELECTING PERSONNEL

To: All Management Personnel

The attached guidelines for interviewing and selecting personnel have been prepared by Mrs. Sumatra E. Kirkland, director, Elementary Personnel Services, for use by principals, department heads, and others involved in the selection process at the site level. Use of the guidelines will insure reasonably consistent treatment of applicants and will help to avoid violations of the California Fair Employment Act rules during preemployment inquiries.

Questions regarding these guidelines should be directed to Mrs. Kirkland, 454-8112.

Robert Parker
Assistant Superintendent
Personnel Services

Approved:
JOSEPH H. LYNN
Superintendent
RP:hv
Attachment

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
Personnel Services Office

THE SITE INTERVIEW

Selection Process Guidelines
for Site Administrators in
Sacramento City Unified School District

Pressure for better prepared students, a more active role of teachers in setting educational goals and a larger-than-normal number of applicants for teaching positions, K-12, are very obvious. Such pressures are causing the district to take a more serious look at the teacher selection interview process. The interview is the most frequently used and possibly the most misused component of the selection procedure.

Valid teacher selection cannot be based on intuition and initial appearance. Such selection is possible only after assembling all possible facts surrounding the vacancy. Facts include identifying the subject area and the instructional skills necessary to do the job. Such a critical analysis of the position should result in specific objectives which serve to identify the type of employee needed to fill the vacancy.

The intent of a valid teacher selection process is to obtain personnel with the best ability to meet the educational, technical and humanistic requirements to fill specific vacancies. The interview is to acquire information - facts, opinions, impressions - which are used to predict the performance of a candidate in a particular setting.

On the basis of information assembled from the interview, decisions are made which result in a significant impact on the quality of staff effectiveness. It is easy to conduct a poor interview and risk successful results. It takes time to plan an effective interview and increase the incidence of superior candidate selection.

Candidates referred to the site interview are those who were considered outstanding or acceptable in both the paper screening and the preliminary interview conducted in the Personnel Services Office.

The interview may be conducted in one of two ways. It may be administered on a one-to-one basis, involving only the interviewer-interviewee, or it may be administered through a team approach. Key aspects of a candidate's personality or potential are less likely to be missed by a team than a single interviewer, and the group interview is generally more comprehensive. From the applicant's aspect, the group interview is usually seen as a more unbiased and equitable experience. However, the trial-like atmosphere of facing a panel of interested people does provoke anxiety on the part of the candidate. This problem should be recognized along with the acknowledgment that the group judgment, based on discussion of their varying perceptions, is not likely to dismiss a candidate for personal reasons or because the interviewee did not get ample time to share his/her strengths.

A good selection process should be objective, defensible and fair. It should be objective in that the characteristics and skills necessary to perform the task are clearly stated. It should be defensible in that the progressive steps of conducting an interview are identifiable from the point of interview through the documentation. It should be fair in that the selection system is based on the Guidelines issued in

1970 by the Equal Employment Opportunities Commission. A copy of the Guidelines is attached to this memorandum. The same interview format should be used for each applicant for the vacancy in question. Such standardization is needed to make sure that the information gathered is obtained through consistent and objective procedures. This is the only defensible way to treat the process.

Interview Types

There are four basic types of interviews. They are:

1. Highly Structured - The wording and sequencing of each question is predetermined; no deviation or follow-up questions are permitted.

2. Structured - All applicants are asked the same questions; the wording and sequencing are predetermined; interviewer(s) may ask follow-up questions.

3. Semi-structured - All applicants are asked the same questions in common; flexibility in wording and sequencing may vary somewhat; interviewer(s) may ask follow-up questions.

4. Unstructured - The interviewer(s) is allowed full flexibility in questioning applicants in areas most apt to produce information sought.

The Sacramento City Unified School District Personnel Services Office suggests that the final or referral interview be semi-structured, since use of this format will insure a reasonably consistent treatment for each candidate without putting the interviewer(s) in a straight-jacket.

The materials used in the final interview include:

1. Qualifications Appraisal Panels. This is a district publicized booklet covering in capsule form the entire selection process. The booklet is available from the Personnel Services Office upon request.

2. Rating Scales. Scales must be used to rate the candidate numerically in each area of concern. Candidates receiving the highest scores are those who have the highest prediction of success for the position.

3. Candidate Rating Form. Each interviewer will rate each applicant on this form. Space is provided for any other comments relative to the interview.

Each interviewer should be trained in the proper use of the interview and evaluation process prior to the interview session.

The following are abbreviated examples of the methodology involved in structuring, conducting and documenting the final interview. It is suggested that each site administrator tailor the substance of the examples to meet his/her needs. The following samples are built around a teaching vacancy.

Dimensions to be Rated

Four major areas will be evaluated in this interview:

1. Individual student awareness
2. Discipline skills
3. Tolerance for ambiguity
4. Motivation skills

SITE INTERVIEW GUIDE - Dimension Definitions

1. Individual Student Awareness

Respects the student as a unique individual. Listens to students' concerns with judgment; is at all times positive and supportive of student.

Questions:

2. Discipline Skills

Makes sure that each student understands the need for self control; is consistent in maintaining classroom control; involves class in setting standards of classroom behavior.

Questions:

3. Tolerance for Ambiguity

Indicates a willingness to face a situation which is open to alternative interpretations or outcomes.

Questions:

4. Motivation Skills

Plans and implements activities that encourage and stimulate students to think, respond, feel, learn.

Questions:

FINAL INTERVIEW - Rating Form

Applicant ______________________ Position Applied for ______________

Interview Date __________________ School ______________________

Interviewer(s) __________________ Vacancy Notice #______

____

____

Instructions:

Using the scale definitions, rate each dimension separately. Make sure to rate each applicant relative to the definition and not against each of the other applicants.

	Limited		Average		Extensive	Rating
1. Individual Student Awareness						
	1	2	3	4	5	☐

Comments: ____

____

____

2. Discipline Skills						
	1	2	3	4	5	☐

Comments: ____

____

____

3. Tolerance for Ambiguity						
	1	2	3	4	5	☐

Comments; ____

____

____

4. Motivation Skills						
	1	2	3	4	5	☐

Comments; ____

____

____

FINAL INTERVIEW - SUMMARY FORM

Applicant ______________________________ Position Applied for ______________

Date of Interview ________________________ Vacancy Notice #______

Rating Consensus Areas	Panelist Ratings					Raw Score
	1	2	3	4	5	
1. Individual Student Awareness						
2. Discipline Skills						
3. Tolerance for Ambiguity						
4. Motivation Skills						

Total Points - Add Raw Score ☐
(Range 1-20)

Recommendations - Based on this evaluation, this candidate's predictive ability is:

1. ☐ Extensive - Offer the position
2. ☐ Average - Offer the position if no better candidate is available
3. ☐ Limited - Below faculty expectations - no offer

Briefly defend decision:

Preparing Questions

There are three categories of questions recommended for use;

1. Open-ended - questions designed to start the applicant talking in a particular area. Example: "Tell us about your most rewarding teaching experience."
2. Close end - questions designed to get specific information. Example: "Have you ever taught second grade reading?"
3. Probes - questions designed to cross check or seek additional information. Examples: "You stated that on your last job, you were transferred from the 6th grade to 1st grade. Tell us about that."

Other examples of questions that could be developed for use in the Final Interview Guide:

QUESTIONS THAT FIT THE NEED

Use Questions Like These	Not Questions Like These
• *Open Questions* that invite the other person to express freely what he thinks and feels—never make him feel that he is in a box or fenced in in any way. *Example:* Tell me, Joe, how does this problem look to you?	• *Close-Out Questions* that force the other person into a point of view other than his own—make him feel he must conform to some preconceived pattern. *Example:* Now if you were convinced that taking this action is morally wrong, you wouldn't be for it, would you?
• *Leading Questions* that give direction to the reply but are not restrictive in any way. *Example:* How did you go about working out your solution to the problem?	• *Loaded Questions* that put the respondent into a "hot spot" whatever his answer may be. *Example:* What made you think that your solution to the problem was the only right one?
• *Cool Questions* that appeal to reason and that involve the emotions as little as possible. *Example:* Now what would you say the first step toward a solution should be?	• *Heated Questions* that reflect the feelings of the asker and incite those of the respondent. *Example:* We've already been round and round on that one, so what do *you* think we should do?
• *Planned Questions* that are thought out in advance as part of a logical sequence. *Example:* What would your suggestion be on this?	• *Impulse Questions* that just happen to pop into the asker's mind. *Example:* By the way, what do you think about the way your boss handled this?
• *Treat Questions* that let the respondent know he can make a real contribution by expressing his views. *Example:* You can help me a good deal on this, Joe. What is your suggestion?	• *Trick Questions* that seem to ask a frank opinion, but that actually put the respondent on the spot. *Example:* What should we do about this, Joe? Fire Bill or just transfer him?
• *Window Questions* that help you look into the respondent's mind—and see his feelings, too. *Example:* How does this problem look to you, Joe? Why do you feel that way about it?	• *Mirror Questions* that simply reflect your own point of view. *Example:* Here's the way it looks to me, Joe. Do you agree with this?

Ernest D. Nathan, The Art of Asking Questions, Personnel, July-August,1964. pp 63-71

The California Fair Employment Practice Act
Guide to Pre-Employment Inquiries

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
"Have you worked for this company under a different name?" "Have you ever been convicted of a crime under another name?"	NAME	Former name of applicant whose name has been changed by court order or otherwise *
Applicant's place of residence How long applicant has been resident of this State or city	ADDRESS OR DURATION OF RESIDENCE	
"Can you, after employment, submit a birth certificate or other proof of US citizenship or age?"	BIRTHPLACE	Birthplace of applicant Birthplace of applicant's parents, spouse or other relatives Requirement that applicant submit a birth certificate, naturalization or baptismal record †
"Can you, after employment, submit a work permit if under eighteen?" "Are you over eighteen years of age?" "If hired, can you furnish proof of age?" /or/ Statement that hire is subject to verification that applicant's age meets legal requirements.	AGE	Questions which tend to identify applicants 40 to 64 years of age.
	RELIGIOUS	Applicant's religious denomination or affiliation, church, parish, pastor, or religious holidays observed "Do you attend religious services /or/ a house of worship?" Applicant may not be told "This is a Catholic/Protestant/Jewish/atheist organization."
Statement by employer of regular days, hours or shift to be worked	WORK DAYS AND SHIFTS	
	RACE OR COLOR	Complexion, color of skin, or other questions directly or indirectly indicating race or color
Statement that photograph may be required after employment	PHOTOGRAPH	Requirement that applicant affix a photograph to his application form Request applicant, at his option, to submit photograph Requirement of photograph after interview but before hiring †
"If you are not a U.S. citizen, have you the legal right to remain permanently in the U.S.? Do you intend to remain permanently in the U.S.?" Statement by employer that if hired, applicant may be required to submit proof of citizenship	CITIZENSHIP	"Are you a U.S. citizen?" Whether applicant or his parents or spouse are naturalized or native-born United States citizens Date when applicant or parents or spouse acquired U.S. citizenship Requirement that applicant produce his naturalization papers or first papers † Whether applicant's parents or spouse are citizens of the U.S.
Languages applicant reads, speaks or writes fluently	NATIONAL ORIGIN OR ANCESTRY	Applicant's nationality, lineage, ancestry, national origin, descent or parentage Date of arrival in United States or port of entry; how long a resident Nationality of applicant's parents or spouse; maiden name of applicant's wife or mother Language commonly used by applicant. "What is your mother tongue?" How applicant acquired ability to read, write or speak a foreign language
Applicant's academic, vocational, or professional education; schools attended	EDUCATION	Date last attended high school
Applicant's work experience Applicant's military experience in armed forces of United States, in a state militia (US), or in a particular branch of US armed forces	EXPERIENCE	Applicant's military experience (general) Type of military discharge

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
"Have you ever been convicted of any crime?" If so, when, where, and disposition of case?	CHARACTER	"Have you ever been arrested?"
Names of applicant's relatives already employed by this company Name and address of parent or guardian if applicant is a minor	RELATIVES	Marital status or number of dependents Name or address of relative, spouse or children of adult applicant "With whom do you reside?" "Do you live with your parents?"
Name and address of person to be notified in case of accident or emergency	NOTICE IN CASE OF EMERGENCY	Name and address of relative to be notified in case of accident or emergency
Organizations, clubs, professional societies, or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin, or ancestry of its members	ORGANIZATIONS	"List all organizations, clubs, societies, and lodges to which you belong"
"By whom were you referred for a position here?"	REFERENCES	Requirement of submission of a religious reference
"Do you have any physical condition which may limit your ability to perform the job applied for?" Statement by employer that offer may be made contingent on passing a physical examination	PHYSICAL CONDITION	"Do you have any physical disabilities?" Questions on general medical condition Inquiries as to receipt of Workers' Compensation
Notice to applicant that any misstatements or omissions of material facts in his application may be cause for dismissal	MISCELLANEOUS	Any inquiry that is not job-related or necessary for determining an applicant's eligibility for employment

Notes:

* The employer may ask other names under which the applicant has worked (for example, a married woman applicant's maiden name), if he must have such names in order to check the educational or employment records or references and if it is his standard practice to check such references.

† Documents such as birth certificates or naturalization papers, which reveal race and birthplace, and often religion, may not be required prior to hiring; likewise photographs or any evidence of race, religion, or national origin. The Commission has ruled that the point of hire is reached once the employer has decided to hire the applicant and has so informed him. When this point has been reached, the otherwise forbidden inquiries may be made. Thus any proof needed to support claims made by the applicant—e.g., as to U.S. citizenship, veteran status, age—may be inspected by the employer before the individual actually goes on the payroll. If the proof is lacking, the hire need not be consummated.

DOCUMENTATION

The final stage of the Interview Process is documentation of the procedures. This last step is highly important. This is what ties the system back to Equal Employment Opportunities Guidelines giving the final validity component to the process. The following interview information should be recorded and kept available in case of need:

A. Job Specification Data

B. Qualifications of Interviewers

C. Training of Interviewers

D. Designees of the Interview Process and Qualifications

E. Copies of Interviewers Information

F. Copies of Job Announcement

G. Names of Interviewees with Scores and Dispositions

H. Explanation of Use of Interview Scores in Final Selection Process

All interview materials and records should be kept on hand for at least two school years from the date of interview.

The foregoing demonstrates examples of the selection process that is:

1. Objective - as demonstrated through the Final Interview Guide-Dimension and the Final Interview Rating Form-Definitions
2. Defensible - as demonstated through the Final Interview-Summary Form
3. Fair - as demonstrated through the Documentation Report

It is hoped that this format will improve site interviewing procedures. Anticipated results will be a more consistently effective hiring process; better relationships among administrators, staff, students and community; and an easier entry for selected teachers into the position for which he/she has been chosen.

This approach to interviewing is equally applicable to filling classified vacancies. In this area the specific job requirements must form the basis for the interview dimensions.

APPENDIX E

Information Disseminated to Workshop Participants

FAIR EMPLOYMENT PRACTICES COMMISSION

GUIDE TO PRE-EMPLOYMENT INQUIRIES

The California Fair Employment Practice Act, like other FEP laws, provides that no *pre-employment* inquiries or specifications, direct or indirect, may be made concerning a job applicant's race, religious creed, color, natural origin, ancestry, sex, or physical handicap.* The Act further prohibits any non-job-related inquiry, either verbal or through use of an application form, which may directly or indirectly affect the employment opportunities of those protected by the Act. The Act does not otherwise limit the right of employers to seek full information about the prospective employees or to establish the job-performance qualifications they consider essential. Whatever qualifications or standards are set, however, must be applied equally to all persons.

When an employer requires pre-employment data to comply with federal guidelines and regulations, that information may be solicited voluntarily and used for statistical purposes, provided certain safeguards are observed. (See No. 5 below.)

The California FEP Commission does not regard the limitation on pre-employment inquiries as a guarantee, of itself, against discriminatory hiring, but as one feature of the law which will help in this direction. Job application forms and interviews, help-wanted advertising, and union membership applications are mechanisms which may work for or against equal employment opportunity. They are regulated in all FEPC states substantially as set forth in this Guide.

The following points should be noted:

(1) The lists of acceptable and unacceptable questions herein by no means include all inquiries which may be appropriate or inappropriate, but are meant to be illustrative of questions frequently asked.

(2) Inappropriate inquiries are those to which the answers—whether or not so intended—would tend to limit a person's employment opportunities because of their race, religious creed, color, national origin, ancestry, age, sex or physical handicap.

(3) The Guide pertains only to inquiries, advertisements, etc., directed to an applicant *prior to employment*. Once the applicant is on the payroll the employer may, if he wishes, enter otherwise prohibited information (e.g. photograph) in the individual's personnel file, provided such information is not used for any subsequent discrimination, as in upgrading or layoff. Note that employers who require proof of applicant's age or citizenship may not, before employment, inspect birth certificates, naturalization papers, or other such documents which indicate country of origin (and often race and religion); but may hire a person subject to his being able to produce such proof *on or after* reporting for work.

(4) A number of unacceptable inquiries will be seen to have little bearing on applicant's *race or religion* but do touch, directly or indirectly, on *national origin or ancestry*—e.g. U.S. vs. foreign birth of applicant or his relatives. The law prohibits all such inquiries.

(5) No prohibited questions or statements may lawfully appear on pre-employment application or registration forms. Questions related to sex and ethnic identification used for statistical or research purposes must be on a separate form or tear-off portion of the employment application. This data must be separated from the application form on receipt and not used as the basis for an employment decision. Misuse of such data constitutes a violation of the FEP Act.

(6) In all situations, whether or not covered by the examples shown here, pre-employment inquiries must be job-related.

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* Pre-employment inquiries regarding the physical fitness of applicants are allowed if the inquiry or request for information is directly related and pertinent to the position applied for.

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	*SUBJECT*	*UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES*
"Have you worked for this company under a different name?" "Have you ever been convicted of a crime under another name?"	NAME	Former name of applicant whose name has been changed by court order or otherwise *
Applicant's place of residence How long applicant has been resident of this State or city	ADDRESS OR DURATION OF RESIDENCE	
"Can you, after employment, submit a birth certificate or other proof of US citizenship or age?"	BIRTHPLACE	Birthplace of applicant Birthplace of applicant's parents, spouse or other relatives Requirement that applicant submit a birth certificate, naturalization or baptismal record †
"Can you, after employment, submit a work permit if under eighteen?" "Are you over eighteen years of age?" "If hired, can you furnish proof of age?" /or/ Statement that hire is subject to verification that applicant's age meets legal requirements.	AGE	Questions which tend to identify applicants 40 to 64 years of age.
	RELIGIOUS	Applicant's religious denomination or affiliation, church, parish, pastor, or religious holidays observed "Do you attend religious services /or/ a house of worship?" Applicant may not be told "This is a Catholic/Protestant/Jewish/atheist organization."
Statement by employer of regular days, hours or shift to be worked	WORK DAYS AND SHIFTS	
	RACE OR COLOR	Complexion, color of skin, or other questions directly or indirectly indicating race or color
Statement that photograph may be required after employment	PHOTOGRAPH	Requirement that applicant affix a photograph to his application form Request applicant, at his option, to submit photograph Requirement of photograph after interview but before hiring †
"If you are not a U.S. citizen, have you the legal right to remain permanently in the U.S.? Do you intend to remain permanently in the U.S.?" Statement by employer that if hired, applicant may be required to submit proof of citizenship	CITIZENSHIP	"Are you a U.S. citizen?" Whether applicant or his parents or spouse are naturalized or native-born United States citizens Date when applicant or parents or spouse acquired U.S. citizenship Requirement that applicant produce his naturalization papers or first papers † Whether applicant's parents or spouse are citizens of the U.S.
Languages applicant reads, speaks or writes fluently	NATIONAL ORIGIN OR ANCESTRY	Applicant's nationality, lineage, ancestry, national origin, descent or parentage Date of arrival in United States or port of entry; how long a resident Nationality of applicant's parents or spouse; maiden name of applicant's wife or mother Language commonly used by applicant. "What is your mother tongue?" How applicant acquired ability to read, write or speak a foreign language
Applicant's academic, vocational, or professional education, schools attended	EDUCATION	Date last attended high school
Applicant's work experience Applicant's military experience in armed forces of United States, in a state militia (US), or in a particular branch of US armed forces	EXPERIENCE	Applicant's military experience (general) Type of military discharge

ACCEPTABLE PRE-EMPLOYMENT INQUIRIES	SUBJECT	UNACCEPTABLE PRE-EMPLOYMENT INQUIRIES
"Have you ever been convicted of any crime?" If so, when, where, and disposition of case?	CHARACTER	"Have you ever been arrested?"
Names of applicant's relatives already employed by this company Name and address of parent or guardian if applicant is a minor	RELATIVES	Marital status or number of dependents Name or address of relative, spouse, or children of adult applicant "With whom do you reside?" "Do you live with your parents?"
Name and address of person to be notified in case of accident or emergency	NOTICE IN CASE OF EMERGENCY	Name and address of relative to be notified in case of accident or emergency
Organizations, clubs, professional societies, or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin, or ancestry of its members	ORGANIZATIONS	"List all organizations, clubs, societies, and lodges to which you belong"
"By whom were you referred for a position here?"	REFERENCES	Requirement of submission of a religious reference
"Do you have any physical condition which may limit your ability to perform the job applied for?" Statement by employer that offer may be made contingent on passing a physical examination	PHYSICAL CONDITION	"Do you have any physical disabilities?" Questions on general medical condition Inquiries as to receipt of Workers' Compensation
Notice to applicant that any misstatements or omissions of material facts in his application may be cause for dismissal	MISCELLANEOUS	Any inquiry that is not job-related or necessary for determining an applicant's eligibility for employment
	Addition for National Origin or Ancestry.	Note: #13. Language accents can be a highly cultural enrichment factor. Syntax and [illegible]bulary, the ability to handle the written word is what exerts effect upon the standard language.

Notes:

* The employer may ask other names under which the applicant has worked (for example, a married woman applicant's maiden name), if he must have such names in order to check the educational or employment records or references, and if it is his standard practice to check such references.

† Documents such as birth certificates or naturalization papers, which reveal race and birthplace, and often religion, may not be required prior to hiring; likewise photographs or any evidence of race, religion, or national origin. The Commission has ruled that the point of hire is reached once the employer has decided to hire the applicant and has so informed him. When this point has been reached, the otherwise forbidden inquiries may be made. Thus any proof needed to support claims made by the applicant—e.g., as to U.S. citizenship, veteran status, age—may be inspected by the employer before the individual actually goes on the payroll. If the proof is lacking, the hire need not be consummated.

The employment interview has critics as well as supporters, however, and together with increasing concern with fair employment practices issues in civil service jurisdictions will come closer examination of the effectiveness of the interview as used in specific situations. Prior to the current decade, not many agencies attempted systematic evaluation of the effectiveness of their selection programs in general or of their use of the interview in particular. With the exception of some large metropolitan agencies, very few jurisdictions formally raised and dealt with questions regarding validity, utility, and adverse effect. Evidence in support of any program's value was typically impressionistic in nature and not subject to critical review by other governmental agencies, legal professionals, psychometricians, and interested public parties.

On March 8, 1971, the Supreme Court of the United States ruled in the case of Griggs v. Duke Power Company, that tests used for hiring or promotion must not assess the competitor in a general, abstract manner, but must assess only those qualifications which are specifically job related. Although testing and measurement procedures were recognized as potentially useful devices, their use without demonstrated relevance to the job in question was considered illegal.

One year after the Griggs decision, on March 24, 1972, the Equal Employment Opportunity Act became law, amending Title VII of the Civil Rights Act of 1964. The amendment strengthened the powers of the Equal Employment Opportunity Commission (EEOC, established by the 1964 Act) and brought State and local governments within coverage of the law. The EEOC guidelines on employee selection procedures were accepted by the Court in the Griggs Case as expressing what constitutes a reasonable measure of job performance. These official standards on the development and use of selection devices apply explicitly to employment interviews and interview rating scales, as well as to paper and pencil tests, performance measures, personal history requirements, biographical information forms, weighted application blanks, and so on. If use of any such instrument adversely affects hiring, promotion, transfer or any other employment opportunity of groups protected by Title VII, the practice constitutes discrimination unless the instrument is acceptably valid, possesses utility, and the user can demonstrate that alternative suitable assessment procedures are not available. Once a showing has been made that an employment practice has adverse effect, the burden of justifying the practice is on the employer.

In California, the Fair Employment Practices Act forbids employment decisions based upon race, religious creed, color, national origin, ancestry, or sex, unless any such factor constitutes a bona fide occupational qualification (Labor Code Section 1420 (a)). This Act also makes it unlawful for any employer to make any inquiry in connection with prospective employment which expresses, directly or indirectly, any limitation, specification, or discrimination as to race, religious creed, national origin, sex, etc., Labor Code Section 1420 (d)).

The two chief legal decisions involving the oral interview are Rowe v. General Motors Corporation (U.S. Court of Appeal, Fifth Circuit, March 2, 1972) and Hester v. Southern Railway Company (U.S. District Court, Georgia, October 3, 1972). In the former case, in court, in dealing against General

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Motors, determined that a promotional selection process which included an interview involved qualification standards which were vague and subjective and that the employer failed to convincingly demonstrate the job relatedness of the examination. The selection process adversely affected Blacks and the court indicated that General Motor's many affirmative action activities did not mitigate the circumstances where discrimination still existed.

The Hester v. Southern Railway Company case involved the selection interview for the position of entry-level Data-typist. Citing the principles of Rowe, the court ruled in favor of the plaintiff, noting that the interviewer used no written or formal guidelines to structure, conduct, or score the interview. The process was determined to be subjective and no safeguards to avert discriminatory practices were applied to the examination.

It is clear, then, that in California, as elsewhere, the need for developing selection techniques of demonstrated job relatedness and thoroughly documenting their usage is now not only a social and professional concern, but a legal mandate. State and local governmental jurisdictions are covered by such law and the oral interview is regarded as being a "test" which is subject to enforceable selection practices guidelines.

Fortunately, a considerable amount of evaluative research has been conducted on the interview and on the decision-making behavior of persons in interview-like situations. Together with the practical experience and professional expertise of recognized selection specialists, the findings of this research make possible a number of generalizations for improving overall interview quality.

They are as follows:

1. A standardized, semistructured interview format is preferable to an unstructured format from the standpoint of assuring that uniform coverage (across all competitors) of all relevant qualifications is achieved.

2. Acceptable interview reliability and validity are more likely to be achieved if interview structure and process are developed for a single, specific occupational class of positions used within relatively homogenous work settings. Thorough analysis of job tasks, necessary qualifications, and training opportunities is fundamental if interview development is to be successful.

3. The interview should be used to evaluate a relatively limited number of qualification factors. It should not be used to measure any factor which can be assessed in a more reliable and valid manner by other procedures (e.g., by written test). Factors which are not sharply defined or which are global in nature should not be represented in the interview. Factors measured by other instruments of the examination process usually should not be included among those measured through interview.

4. Interviewers must be as aware of what information and behavior not to consider and evaluate during the interview as of what data to routinely collect and interpret. The former includes inquiries expressly forbidden by law as well as those which are rationally irrelevant to the examination.

5. Interviewers should be given explicit standards and guidelines for information, collection and evaluation. Without these, reliability is lost as individual interviews determine and apply their own unique methods and strategies of synthesizing data and reading decisions.

6. Interviewing experience does not itself assure ability to conduct effective interviews. Experience appears to be a necessary, but not a sufficient condition for interviewer's adequacy. Training is necessary if interviewers are to be fully able to handle all conceptual and interpersonal aspects of their jobs. Training activities should relate as specifically as possible to the demands of particular interviewing assignments which interviewers will be given.

7. Actually, having performed the job for which one is interviewing can be a great asset to an interviewer. However, it does not provide assurance that such a person will be a competent interviewer.

8. To a substantial extent, interviewing is an art and although interviewer training is necessary, it cannot be expected to make equally effective interviews of all persons. Careful selection of interviewers in terms of their ability to handle the intellectual, interpersonal, and administrative aspects of such work will benefit an organization's examining program.

9. Rapport between interviewers and interviewees is a factor which can significantly influence interview quality. It is not merely desirable; it is essential. Rapport must be established early in the interview and, if lost, can be extremely difficult to re-establish.

10. Few, if any, interviewers can simply "decide" to suspend all of their own attitudes, biases, and stereotypes (of acceptable and unacceptable competitors) in the interests of objectivity and fairness. Thorough awareness of the ways in which interviewer attitudes can affect interview process and quality is necessary if real objectivity is to be attained.

11. The form of an inquiry and the manner in which it is expressed interact with interviewee's attitudes and feelings and thereby influence the quality and extent of information elicited. Thus, question, form and style should be reasonably adapted to particular candidates and interview structure should not be achieved at the cost of rigidity, inflexibility, and poor rappport with any competitor.

12. The level and style of verbal communication used in any interview should be adapted to the typical communication skill level reasonably expected by examination competitors.

13. In panel interviews (one candidate, several interviewers), interviewers should work together in a planned and coordinated fashion.

A panel composed of individually qualified members who cannot work together as a team will not be successful.

14. If there exists sound evidence to support differential importance weightings of the several factors to be measured during the interview, the exact procedure for having these differentials reflected in the interview evaluation should be fully explained to interviewers.

15. Interview rating scales should be developed so as to be fully consistent with the definitions of the qualification factors explored during the interview. Scales should have clearly defined, specific anchor points, and terms such as "good", "average", "poor", etc., should not be used without clarification of their exact meaning.

16. Interviewers should consciously resist the common tendency to reach decisions about any competitor's suitability early in the interview. Such early decisions (even if "tentative") often result in interviewing seeking to find positive or negative information to confirm the decision. As a result, information which is contrary to such an early decision may be inadvertently overlooked.

17. A standard amount of time should be devoted to each interviewee. Time limits should be reasonably flexible, however, so that all competitors are given sufficient opportunity to express all of their relevant qualifications.

18. The physical conditions in which an interview is conducted should be standardized (for all competitors), comfortable and business-like.

Because the interview is a test and fully subject to evaluation in terms of EEOC guidelines and other legal standards, agencies should attempt to implement a demonstrably content valid selection interview process for all jobs. An acceptably content valid selection interview must be based upon a sound documented job analysis which allows clear definitions of required knowledges, abilities, and personal/behavioral characteristics which are critical to job performance and which can be suitably assessed in the interview process. It is neither necessary nor desirable that the interview represent or assess all critical qualifications as some can be more appropriately measured by valid written tests, background reviews, minimum screening standards and so forth. Unlike these other examination components, however, the interview is a complex interpersonal and interactive process, the control of which is not a simple matter. The valid interview examination must include, therefore, recommendations regarding the structural, procedural, and personal resource characteristics of the interview which will assure that only the proper critical qualifications will be represented and that each of these will be measured with a high degree of adequacy.

A final judgment of the validity of any component of a selection process must consider a potential distinction between the formal, recommended technique and the technique which is actually implemented in a given setting.

Hopefully, the two will coincide, but this is not a certainty. Just as a content valid written test administered under poorly controlled and unstandardized conditions can result in test scores which represent various factors in addition to or to some extent in place of those represented in the content of the test's items, so also can be poorly administered interview result in ratings which are not defensibly valid despite the sufficiency with which the formal, recommended interview was developed. A poorly implemented interview does not "invalidate" the formal recommended interview, of course, but the validity of the latter cannot be used to argue for the validity of scores resulting from the former.

CHECK-LIST FOR INTERVIEWERS

A. PREPARING FOR THE INTERVIEW

1. Do you (the interviewer) know your subject?

2. Have you decided on the kinds of questions you want to ask?

3. Are you prepared for the unexpected?

   (a) Upset applicants -

   (b) Applicants who don't know what they want -

4. Do you know when to refer applicants to someone who can give the correct information?

B. CONDUCTING THE INTERVIEW

1. Did you try to make a favorable impression on the applicant at the beginning of the interview?

2. Did you find out what the applicant wanted?

3. Did you refrain from making judgements about the applicant?

4. Did you put the applicant at ease?

5. Did you appear interested in the applicant and give him full attention?

6. Did you answer the applicants question and provide the necessary information?

7. Did the applicant have a good impression of the organization when he left?

8. Did the applicant leave with a feeling of being helped?

C. EVALUATING THE INTERVIEW

1. Have you (the interviewer) avoided coming to conclusions before obtaining full information?

2. Have you avoided stereotyping?

3. Have you avoided projecting your own preferences on the applicant?

4. Have you put yourself in the position of the applicant?

COMMON INTERVIEWING PROBLEMS

1. Candidate gives evasive answers

2. Candidate is shy or nervous

3. Candidate is overly talkative

4. Candidate is late

5. Candidate is inappropriately dressed

6. Individual interviews are taking too long

7. Panel member asks inappropriate or illegal questions

8. Panel member is acquainted with a candidate

9. Panel member does not follow the interview format

10. Panel member rates candidates too high or too low

INTERVIEWER'S EVALUATION REPORT

Date____________________

Comments Regarding:______________________________
(Name of Candidate)

Type of Position Desired:______________________________

PERSONAL EVALUATION

(Circle appropriate descriptive terms on each of the following points)

Dress, Grooming, etc.	Slovenly	Careless	Appropriate	Tasteful	Smart
Voice	Unpleasant	Weak	Satisfactory	Pleasing	Expressive
Use of English	Crude	Limited	Adequate	Effective	Fluent
Social Poise	Affected	Ill at Ease	Natural	Pleasing	Charming
Physical Vigor-Health	Lifeless	Doubtful	Average	Healthy	Dynamic
Personality	Repellent	Colorless	Average	Pleasing	Appealing
Mental Reactions	Slow	Uncertain	Average	Superior	Very Keen
Professional Attitude	Negative	Indifferent	Apparent	Noticeable	Impressive
Attitude Toward Extra Duties	Refuses	Reluctant	Accepts	Shows Interest	Wants to be Involved
Professional Knowledge	Lacking	Limited	Sufficient	Well Prepared	Impressive
Educational Philosophy (as related to district goals	Incompatible	Inconsistent	Seemingly Consistent	Supportive	In Strong Agreement

IDENTIFYING CHARACTERISTICS:____________________

TRAINING, ACADEMIC, AND CERTIFICATION QUALIFICATIONS:____________________

EXPERIENCE: (quality, recency, adequacy, etc.)____________________

ADDITIONAL COMMENTS:____________________

OVERALL EVALUATION: (Circle)

No Consideration   Below Average   Average   Above Average   Outstanding

Interviewer 107

APPENDIX F

Inservice Workshop Materials

1. Staff Training Memorandum
2. Workshop Objectives
3. Evaluation Sheet
4. Evaluation of the Workshop

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
Division of Instruction

STAFF TRAINING SERVICES DEPARTMENT MEMORANDUM

TA-0-113

May 17, 1976

Topic: INSERVICE WORKSHOP

To: All Administrators

The Staff Training Services Department in cooperation with the Certificated and Classified Personnel Services Office has scheduled inservice workshops on the appropriate interview procedures.

These workshop will cover the acceptable pre-employment inquiries required in compliance with the current legal requirements.

These workshops will be conducted in the Library at John F. Kennedy Senior High School, 6715 Gloria Drive, on the following dates and times:

AREA I -- Tuesday, June 8, 1976
9:00 to 11:30 a.m.

AREA II -- Tuesday, June 8, 1976
1:30 to 3:30 p.m.

AREA III -- Wednesday June 9, 1976
9:00 to 11:30 a.m.

AREA IV -- Wednesday, June 9, 1976
1:30 to 3:30 p.m.

CENTRAL ADMINISTRATION -- Personnel may select any of the aforementioned workshops

Attendance is required. Area administrative personnel may also select alternate dates for convenience.

Any questions concerning this memorandum should be directed to Mr. Gene Jensen, director, Training and Safety, Staff Training Services Department, 454-8567.

Mike P. Lopez
Administrator
Staff Training Services
and Summer Schools

Approved:
FRED J. STEWART
Deputy Superintendent
MPL:GJ:lb

WORKSHOP OBJECTIVE

Upon completion of this workshop, each participant will be able to 1) develop and conduct a legally correct semi-structured employment interview; and to 2) accurately evaluate candidates abilities in areas appropriately measured through an interview.

WORKSHOP TOPICS

I. What is an interview

II. The purposes of an interview

III. The environment of an interview

IV. Developing a structured interview

- a) What interviews can measure
- b) What is a structured interview
- c) Developing an interview guide
- d) Developing rating/disqualification reports
- e) Developing anchored rating scales
- f) Developing an application form

V. Interviewing techniques and procedures

- a) Scheduling candidates
- b) Panel composition
- c) Interviewing procedures
- d) Interviewing techniques
- e) Evaluating candidates
- f) Common interviewing problems

VI. The interview as an affirmative action tool

VII. Alternative types of interviews

VIII. Problem assignment and critique

IX. Course wrap-up

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Division of Instruction
Staff Training Services Department

"APPROPRIATE INTERVIEWING PROCEDURES"

Please fill out:

______________________________ ______________________________
Name Position

EVALUATION: (check one)

☐ Clear/Meaningful

☐ Adequate/Some Value

☐ Unnecessary/No Value

OPTIONAL: Could have been improved by:

____

____

____

____

APPENDIX G

Representative Departmental Interview Formats

APPENDIX G

Representative Departmental Interview Formats

In response to the needs expressed in this practicum for the heads of Elementary Certificated Units to conduct validated interviews, all formats were designed by the identified directors and are in use.

Page

1. Regular Elementary Placement Level, K-6 (A. M. Winn) 106
2. Elementary Team-Teaching School, K-6 (Isador Cohen) 107
3. Preschool, Ages 3-5 109
4. Children Center, Ages 2-10 112
5. Special Education, Preschool - 12 122
6. Intergroup Relations, Preschool - 12 126

A.M. WINN SCHOOL

QUESTIONS FOR TEACHER CANDIDATES

1. What has been your experiences in working with children?
2. What has been your experiences in working with EDY students?
3. What do you see as your subject area strengths?
4. What do you feel is the most important job of the teacher?
5. What do you think of learning centers in classrooms?
6. How would you individualize instruction for reading?
7. What college or inservice courses have you taken in the past three years?
8. How would you handle a defiant child in a classroom?
9. How do you see parents being involved in their child's education?
10. How would you maintain teacher-parent communication?

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Isador Cohen Elementary School
9025 SALMON FALLS DRIVE
SACRAMENTO, CALIFORNIA 95826

DEC 15 1978
Personnel Services Office

December 14, 1978

MEMORANDUM

To: Sumatra Kirkland, Director
Elementary Certificated
Personnel Services

From: Alva L. Hollander
Principal

Subject: General Description of Isador Cohen On-Site Interviewing Procedures

Per your telephone request here follows a general description of our certificated personnel interviewing procedures.

Participants

Cohen is a team taught school. Therefore, the interview panel will usually consist of all prospective teammates for the teaching position which is vacant. The principal is always a member.

Pre-interview

All panelists meet informally to review which areas are of most concern, and to ensure that key questions and/or items of information are covered. Mention is made of questions proscribed by FEPC.

Interview

All panelists and the candidates have equal footing. Principal usually opens and closes. Everyone participates on an informal basis, i.e., no formal recognition, etc. Chief areas of concern will be: candidate's basic acceptance of the school's program and philosophy; candidates professional attitude; candidate's experiential and academic backgrounds; and candidate's general appearance and personality. Candidate is encouraged to ask questions about our program.

Post-interview

Again informal; general impressions shared; consensus sought so that final selection will meet general approval. This system has never yet resulted in a serious disagreement, stalemate, etc.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

ELEMENTARY AND ADULT EDUCATION OFFICES
PARENT AND PRESCHOOL EDUCATION SECTION

MEMORANDUM

TO: Sumatra Kirkland, Director
Elementary Certificated Personnel Services

DATE: December 13, 1978

FROM: Sally Yost, Specialist of Parent and Preschool Education

SUBJECT: INTERVIEWING TECHNIQUES FOR CERTIFICATED PRESCHOOL POSITIONS (CONTRACT)

These interviews are done by a panel composed of our parent coordinator, three/four parents and I. The panel meets right before the interviews to establish the questions they will ask and who will ask them. I inform them that they are advisory in the hiring process, that I value their input highly, and that the parents show very good judgment in deciding who will make good teachers for their children. The parents are advised that these interviews are confidential and out of respect for each candidate they should not discuss the interview outside the panel.

The questions are formulated around experience, language, ability of the person to be a good model for children and parents, handling of children and handling of parents. When the questions are formulated, the parents are advised that each candidate must be asked the same questions in order to be fair. I always close the interview by asking the candidate to add anything they might wish that they feel was not brought out in the interview.

At the close of the session I collect the ratings and thank the parents for contributing their time. Later (usually by telephone) I tell them of the decisions and placement.

SY:sb

Enclosures 2

DEC 15 1978
Personnel Services Office

PARENT AND PRESCHOOL EDUCATION SECTION

PERSONNEL INTERVIEWING

Rate 1 (low) to 5 (high)

---

1. What experiences qualify this person for the position?

   1 2 3 4 5

2. How does this person qualify as a model for the parents and children of this class?

   1 2 3 4 5

3. Will the person's language ability be helpful in this job?

   1 2 3 4 5

4. How well would this person handle a child who is cranky, irritable or tired?

   1 2 3 4 5

5. How well would this person handle a child who seems to want lots of attention and cannot sit still or attend to tasks?

   1 2 3 4 5

6. How well would this person handle a mother who doesn't participate?

   1 2 3 4 5

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PARENT AND PRESCHOOL EDUCATION SECTION

PERSONNEL INTERVIEWING

Rate 1 (low) to 5 (high)

____

Candidate #1______________________________
Name

Prefers______________________

Rate 1 to 5:

Experience________

Model_____________

Language__________

Handling of children________

Handling of parents_________

Candidate #2______________________________
Name

Prefers______________________

Rate 1 to 5:

Experience________

Model_____________

Language__________

Handling of children________

Handling of parents_________

Candidate #3________________________________

Prefers_________________________

Rate 1 to 5:

Experience________

Model_____________

Language__________

Handling of children_________

Handling of parents__________

Candidate #4______________________________

Prefers______________________

Rate 1 to 5:

Experience__________

Model_______________

Language____________

Handling of children_________

Handling of parents__________

Candidate #5________________________________

Prefers_______________________

Rate 1 to 5:

Experience____________

Model_________________

Language______________

Handling of children_________

Handling of parents__________

Candidate #6________________________________

Prefers___________________________

Rate 1 to 5:

Experience________

Model_____________

Language______________

Handling of children________

Handling of parents________

CHILDREN'S CENTER'S INTERVIEW PANEL

When an interview panel is to be used, the panel is composed of not more than three parents of children's center children and three administrators, usually one or two administrators.

Before interviewing, the administrator-host is to arrange with the group acceptable criteria the group is to use.

Questions of a personal nature are not asked in interviews: such as birthplace, birthdate, ancestry, citizenship, type of military discharge, character, relatives, churches, organizations with which associated, physical condition, age, or domestic relationships.

The content of questions should not vary significantly. (Each applicant need not be asked the same questions as the others; however, each should be questioned about the same areas.)

Effective interview questions for teaching candidates might be:

What experience and training do you have for this position?

How would your discipline of a five-year old differ from that of a three-year old?

How do you handle the child who bites?.....who doesn't like you? .....who is abused at home?.....who is ridiculed by other children?

In what ways are you seeking to grow?

How do you handle transitions?.....nap time?.....lunch time?

Having seen our space, what problems would you expect our physical environment would cause?

What changes would you expect to see in a normal four-year-old in the course of a year?

Effective interview questions for assistant supervisor candidates might be:

What training and experience do you have regarding this position?

What are the best ways of maintaining cooperative relationships with parents and community groups?

What, in your opinion, is the best way to avoid staff conflicts and/or to deal with conflicts?

How important is in-service training? What kinds of in-service do you favor for children's center employees? (What works best?)

Who do you think has the responsibility for bringing about changes in the behaviors of children?

Is a children's center a place for an instructional program? What should you look for when evaluating the instructional process?

Interviews should be concluded only after applicants have been asked to make comments about themselves which they want the panel to hear and which may not have been covered by the panel's questions.

At the conclusion of the interview, all candidates must be advised that the panel will submit its recommendations to the district personnel office and that the personnel office will notify all candidates as to their being selected.

The parents on the panel make their recommendations after the completion of the interviews. They may not reach a consensus; however, they are given plenty of opportunity to discuss and decide.

The administrator-host of the panel is responsible for informing each panel member that the entire panel interview process is confidential.

After the parents are heard from, they are sent on their way. The administrators then act on the selection. The parent choices are acceptable, almost without exception.

TEACHER INTERVIEW QUESTIONS

1. Briefly tell us about your experience and background relating to Special Education.
   a. Training
   b. Credential
   c. Experience

2. If you assigned as a teacher of (preference)
   a. special class:
   b. resource specialist program:
   c. full class program:

   How would you set up the class?

3. What kinds of specific techniques would you use:
   a. learning or academic techniques:
   b. techniques for pupil problems:
   c. individual instruction:

4. What are your feelings about integration?

5. How do you view the role of the program specialist in the program?

6. Would you involve parents in your program? How?

NAME: ____________________

TEACHER INTERVIEW QUESTIONS

1. Briefly tell us about your experience and background relating to Special Education.

2. If you assigned as a teacher of:

    a. special class:

    b. resource specialist program:

    c. small class program:

    how would you set up the class?

3. What kinds of specific techniques would you use:

    a. learning or academic techniques:

    b. techniques for pupil problems:

4. I will give you an example of a student with specific learning disabilities which are: ____________________

    How are you going to set up the program for this pupil?

RRD:ldm
1/28/77

NAME: ______________________________

TEACHER INTERVIEW QUESTIONS (AH)

1. Briefly tell us about your experience and background relating to the AH Program.

2. If you are assigned as a teacher in an AH special class, how would you set up the class?

3. What experience have you had working with hearing impaired students who also have learning disabilities?

4. What experience do you have using total communication? How long? With whom? How did you learn to sign? (students, adults) What system of signs do you use?

5. What differences, if any, do you see between hard of hearing and profoundly deaf students?

6. In what ways should career education be a part of a junior high program for hearing impaired students?

7. What do you see as the respective roles of the residential and day school programs for hearing impaired students?

8. What kinds of specific techniques would you use:
   a) learning or academic techniques

   b) techniques for pupil problems

   c) individual instructions

9. What are your feelings about mainstreaming or integration?

10. How do you view the role of the program specialist in the program?

NAME________________________

TEACHER INTERVIEW QUESTIONS (SED-OFF-CAMPUS)

1. Briefly tell us about your experience and background relating to Special Education.
   a. Training
   b. Credential
   c. Experience

2. How would you set up the class?

3. What kinds of specific techniques would you use:
   a. Learning or academic techniques:
   b. Techniques for pupil problems.
   c. Individual instruction:

4. What do you perceive as the purpose and goals of this program?

5. How do you view the role of the program specialist in the program? (modify as needed)

6. Would you involve parents in your program? How?

7. How do you anticipate handling problems since you are in a non-public school setting?

RRD:sd (11-29-77)

NAME: ______________________________

TEACHER INTERVIEW QUESTIONS (CH)

1. Briefly tell us about your experience and background relating to Special Education and ______________________________.

2. If you are elected to this position, you would be replacing an excellent teacher with a definite program.

   How would you work out the transition period?

3. What kinds of specific techniques would you use:

   learning or academic techniques:

   techniques for pupil problems:

4. How do you view the role of the program specialist in the program?

RRD:ldm
12/7/76

NAME: ______________________________

TEACHER INTERVIEW QUESTIONS (OH)

1. Briefly tell us about your experience and background relating to the Orthopedically Handicapped and Special Education programs.

2. If you are assigned as a teacher in an OH special class, how would you set up the class?

3. What kinds of specific techniques would you use:

   a) learning or academic techniques

   b) techniques for pupil problems

   c) individual instruction

4. How do you feel about team teaching?

5. How do you feel about working as a team member?

6. How do you view the role of the program specialist in the program?

7. What are the common agencies that an OH teacher has to work with? How would you work with CCS?

RRD:ldm
11/76

PROGRAM SPECIALISTS INTERVIEW QUESTIONS

1. Tell us, why do you feel qualified to be a program specialist?

2. What do you see yourself as a P.S. doing as part of EAS? What are some of the first things you will be doing under The C.P.S.E. this fall?

3. What are some of your duties in the EAS Meetings? What will your secretary be doing? How do you see yourself in relationship to the Administrative Specialist EAS?

4. As you see it what is the purpose of the Diagnostic Class?

5. What is Due Process?

6. Why would you recommend a pupil for non-public school?

7. As P.S. how do you see yourself (your role) in the in-service
7. program?

8. Key words: Team, children, cooperation, flexibility, responsibility assistance.

Name ______________________________

INTERVIEW QUESTIONS

SPECIALIST, CPSE - DIAGNOSTIC/PRE-SCHOOL PROGRAM

1. What is your background and training experience? ____________

2. Why do you feel qualified to be the administrator of the Diagnostic/Pre-School Program? ____________

3. What characteristics do you feel this administrator should have to be effective? ____________

4. As an administrator of this program what are the first areas you feel you need to address yourself to immediately? ____________

5. Based on the answers you have given us, how do you see this program developing over a period of 1 to 3 years? ____________

. How do you see the administrator's relationship to the other staff members within the CPSE and the regular program? ____________

7. Under the Master Plan approach what should our goals be for services in the regular Pre-School Program and for what kind of pupil? ____________

8. How will you work with the CPSE Pre-School Program at Jed Smith? ____________

9. What would be your goals for the Primarily Developmental Delayed? ____________

10. What would be your goals for the Diagnostic Classes? ____________

11. What would your goals be for an Off-Campus class for secondary severe behavioral and venerable pupils? ____________

12. How do you perceive your role as team leader in this position? ____________

RRD:sd
9/29/77

PROGRAM SPECIALIST INTERVIEW QUESTIONS

(point system to assist in selection process) POINTS

1. What experiences and skills do you have that you feel qualifies you for this position?
    1. Clear presentation ______
2. What is your perception of the role of a program specialist as it relates to the Master Plan for special education?
    1. Chairs EAS meetings and serves as recorder in SAT and EAS meetings ______
    2. Serves as liaison between schools, community, parents, and CPSE department ______
    3. Assist in developing and writing instructional plans and placement of IWENs ______
    4. Serves as resource to principals, teachers and parents ______
    5. Arranges for SAT and EAS meetings ______
    6. Assists in the development of inservice training for teachers ______
3. Explain Master Plan parents' rights to due process.
    1. Parent's involvement in admission and placement of their children ______
    2. Advocate at EAS or SAT at parent's request ______
    3. Parent's right to accept, reject SAT or EAS decision and to appeal decision ______
    4. Written consent for placement in program and right to rescind consent and withdraw from program any time ______
4. What are the major differences between the Master Plan for Special Education and previous special education programs?
    1. Delabelling ______
    2. Placement based upon educational need rather than handicapping condition ______
    3. Parent involvement and due process ______
    4. New classification and delivery system ______
5. What is your definition of an exceptional child?
    1. Unable to benefit from regular program instruction because of emotional, neurological, and/or behavior disability ______

6. What kind of specific assessment technique are you familiar with? ________

7. What kind of learning technique are you acquainted with? ________

8. Behavior management? ________

9. What services do you feel that you can provide to teacher, other program specialists, relative to the needs of LH students? ________

10. Tell us about the mobility and itinerant programs? ________

11. What State services do we have available? ________

12. What agencies do we maintain a liason with? ________

13. How do you keep the department's administrative staff informed? ________

Name______________________________

PROGRAM SPECIALIST INTERVIEW QUESTIONS (AH)

(point system to assist in selection process)

1. What experiences and skills do you have that you feel qualifies you for this position?
    1. Clear presentation __________
2. What is your perception of the role of a program specialist as it relates to the Master Plan for Special Education?
    1. Chairs EAS meetings and serves as recorder and arranges EAS meetings __________
    2. Serves as liaison between schools, community, parents, and CPSE department __________
    3. Assist in developing and writing instructional plans and placement of IWENs __________
    4. Serves as resource to principals, teachers and parents __________
    5. Keeps CPSE program administration informed __________
    6. Assists in the development of inservice training for teachers __________
3. What experience have you had working with hearing impaired students who also have learning disabilities? __________
4. What experience do you have using total communication? How Long? With whom? How did you learn to sign? (students, adults) What systems of signs do you use? __________
5. What differences, if any, do you see between hard of hearing and profoundly deaf students? __________
6. In what ways should career education be a part of a junior high program for hearing impaired students? __________
7. What do you see as the respective roles of the residential and day school programs for hearing impaired students? __________
8. What kinds of specific techniques would you use:
    a. learning or academic techniques __________
    b. Techniques for pupil problems __________
    c. individual instructions __________
9. What are your feelings about mainstreaming or integration? __________
10. How do you view the role of the program specialist in the program? __________

RRD
9/26/77

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Intergroup Relations Office

ROLES OF INTERGROUP RELATIONS SERVICES STAFF

The nature of our multi-race society and its concomitant problems have caused educators to recognize that the schools cannot remain neutral in a changing social order. As one of the agents of social change, the school has a responsibility to guarantee that equal educational opportunity for every child, regardless of race, creed, color, or socio-economic status, becomes a reality. Consequently, the school systems that are attempting to deal with some of the social problems that tend to interfere with the learning process are including intergroup relations as an integral part of the educational program. In order to maintain a healthy climate of intergroup understanding and acceptance in the Sacramento City Unified School District, it is imperative that a systematic, structured program of intergroup relations services be implemented. Such a program will require personnel whose roles will be attempting to fulfill the following goals and objectives:

I. General Goals

   A. To assist school district personnel in improving communication and school-community relations relative to ethnic minorities.

   B. To help promote the type of climate in the individual schools that will enhance intergroup student relations.

   C. To assist in the development of intergroup education practices designed to help district personnel acquire more knowledge, skills, and insights in working with children from diverse cultures.

   D. To assist school district personnel in the initiation and implementation of programs and practices relative to equal educational opportunity.

II. Objectives

   A. Community Relations

      1. To assist school district personnel in creating a climate of public understanding and cooperation for achieving equal educational opportunity and improved intergroup relations by:

         a. Conducting special meetings with various groups and organizations in the Sacramento communities.

         b. Making home visits in the minority areas.

         c. Sending pertinent school reports to minority parents and individuals.

         d. Providing translation assistance to non-English speaking parents of Mexican descent.

II. Objectives (Continued)

A. Community Relations (Continued)

2. To assist school district personnel in interpreting to parents, the public, and communication media, the goals, accomplishments and needs in achieving equal educational opportunity.

3. To meet with and assist in the establishment of lay and professional groups and committees for the study of intergroup relations problems and to assist such groups in developing recommendations for action by the district.

4. To inform school district personnel of community problems relative to educating students from various ethnic backgrounds.

5. To support community organizations in carrying out intergroup relations programs beneficial to the school district and the general community.

6. To involve the community in educational matters related to the planning implementation of school programs and practices on equal educational opportunity by:

    a. Appointing parents, community leaders, and others to serve on special committees that are established to seek solutions to certain problems.

    b. Sending information to parents, community leaders, and others relative to the school district's compensatory education and intergroup relations programs.

B. Intergroup Education

1. To assist the superintendent and staff in achieving a better understanding of, and better solutions to, problems of pupil attitude and behavior, with reference to pupils and parents of ethnic minorities by:

    a. Providing the latest information on the trends, issues, and research in this area.

    b. Holding conferences when and where necessary.

    c. Making recommendations which would improve the particular situation under study.

2. To keep the superintendent and the Board of Education informed regarding the progress and needs of the staff and community in carrying out the Board's policies on providing equal educational opportunity as they relate to the development of harmonious intergroup relations.

II. Objectives (Continued)

B. Intergroup Education (Continued)

3. To work with Staff Training Services in the development of in-service training programs on intergroup relations.

4. To participate in intergroup relations conferences and workshops when held outside the district in order to keep district personnel informed of the latest trends and developments in this field.

5. To help district personnel learn new, creative, and meaningful ways of working with parents from different cultural, educational, and socio-economic backgrounds.

6. To serve as resource persons in all district-planned discussions, conferences, and workshops relating to intergroup relations.

7. To work with school personnel in both sending and receiving schools where efforts are being made to prepare students and parents for desegregation.

8. To work closely with individual schools and Curriculum Development Services in the preparation of intergroup relations materials, units, guides, and related information.

9. To disseminate information to district personnel concerning issues, problems, trends, etc. in the area of intergroup relations.

10. To assist teachers and school officials in understanding and utilizing approaches, materials, and procedures through which culturally deprived and ethnic minority students may be motivated and inspired toward higher achievement in school.

C. Student Relations

1. To assist individual schools in their attempts to eliminate those practices and problems that might contribute to student intergroup tensions.

2. To encourage those activities which will improve communication among the various cultural groups in the schools.

3. To meet and work with minority students relative to raising their level of aspiration.

4. To work with the faculties and staffs of individual schools in their efforts to help the minority students acquire a feeling of belonging and security in all schools by encouraging their full participation in all activities and organizations.

II. Objectives (Continued)

C. Student Relations (Continued)

5. To help the personnel of each school provide every student the opportunity to study, know, and understand his fellow Americans, with special emphasis on ethnic and cultural differences by conducting student workshops, classes, seminars, and discussions on intercultural relations.

6. To help organize speakers' bureaus on intergroup relations which would be composed of adults and high school juniors and seniors.

D. Program Development

1. To work cooperatively with all staff members in their respective areas of responsibility as they develop programs and techniques for achieving equal educational opportunity and improved intergroup relations, including instruction, curriculum, and in-service training and orientation.

2. To work cooperatively with the Personnel Services Office as it develops and implements programs and practices in personnel recruitment, selection, and assignment which will contribute to the goals of equal educational opportunity and equal opportunity for employment by the district.

3. To assist school personnel in planning and developing activities, practices, and experiences which will lead to a structured program in intergroup relations.

4. To work cooperatively with the Special Services staff in strengthening those practices and programs which deal with the counseling of minority students.

INTERVIEW PANEL GUIDELINES

In order that members of the Selection Panel may have a common reference point, it was deemed necessary to standardize the operational procedures as much as possible. Therefore, it is necessary for everyone to use basically the same "yardstick" at all times and with all candidates. So, as you work with each candidate, please keep the following in mind:

(1) Do everything possible to keep the candidates at ease and comfortable.

(2) Do not become involved in a debate with candidates.

(3) Refrain from expressing your personal views on issues during the interview.

(4) Do not discuss the responses of the interviewees in their presence.

(5) Make your own decision relative to the top candidates.

(6) Treat all information and material with confidence--during and after the interviews.

(7) The candidates rated highest must be those who can work effectively with parents, students, community organizations, and school district personnel.

(8) Ask any question related to the discussion at hand in order to gain a better picture of the candidate's true posture.

(9) Devote equal time to all candidates.

(10) Be courteous, business-like, calm, and professional at all times.

INTERVIEW QUESTIONS

1. Position currently held

2. Duties and/or basic responsibilities of that position

3. Educational background (include degrees and credentials held)

4. Professional background (include all professional and/or school related experiences)

5. Any outstanding achievements or special honors

6. List organization affiliations

7. Hobbies

8. Family background

9. Any particular philosophy related to education

HUMAN RELATIONS ADVISER

Interview Items

(1) Give me a little information about your professional and educational background, relating how you feel that your past experiences make you suited for the job of a human relations advisor.

(2) What do you perceive your role to be as a human relations advisor?

(3) What kind of problems do you see in the area of human relations in our district and how would you go about trying to solve them as a human relations advisor?

(4) What are your personal views on the following: affirmative action; pupil and staff integration; multicultural education; and human relations?

(5) How would you describe your personality make-up and what strategies have you used in resolving personality clashes with co-workers and others?

(6) If you had to point out a weakness about yourself, what would it be and how do you go about trying to improve?

(7) What are your views about staff loyalty? What problems - if any can you forsee in this area and how would you go about resolving them?

(8) If you had to go before a group of teachers and administrators to sell the importance of having a human relations program in their school, what would your speech consist of? (Write the answer to this question.)

DISCUSSION QUESTIONS FOR ADVISER APPLICANTS

1. What are your views on human relations? multicultural education?

2. What should a good human relations program look like in the schools?

3. What experiences have you had which you feel could help you in this office?

4. What human relations skills do you possess which would make you most qualified for the adviser's position?

5. How do you handle situations in a job setting in which the views of people are different from your own?

6. If you had to go before a school staff or group of parents to promote the need for a strong multicultural education program, what would your speech be?

APPLICANT'S NAME ____________________

PERSONAL EVALUATION RATING SCALE

Directions: Each personal characteristic or trait has a numerical value from 2-10 points on the rating scale below. For each category, assign the rating which best describes the candidate. After this, add the points for each category in order to get the total score.

CATEGORIES	RATINGS 2	4	6	8	10	POIN
ess, Grooming, etc.	Slovenly	Careless	Appropriate	Tasteful	Smart	
ce	Unpleasant	Weak	Satisfactory	Pleasing	Expressive	
e of English	Crude	Limited	Adequate	Effective	Fluent	
cial Poise	Affected	Ill at ease	Natural	Pleasing	Charming	
ysical Vigor/Health	Lifeless	Doubtful	Average	Healthy	Dynamic	
rsonality	Repellent	Colorless	Average	Pleasing	Appealing	
ntal Reactions	Slow	Uncertain	Average	Superior	Very Keen	
ofessional Attitude	Negative	Indifferent	Apparent	Noticeable	Impressive	
titude toward tra Duties	Refuses	Reluctant	Accepts	Shows Interest	Wants to be Involved	
ofessional Knowledge	Lacking	Limited	Sufficient	Well Prepared	Impressive	

TOTAL SCORE ______

INTERVIEWED BY ____________________________

ASIAN PANEL

Directions: Rate each item individually on a scale of 0-10 points. If the candidate responds completely to your satisfaction on a given item, he or she should receive 10 points. If, in your judgment, the responses are limited, score the item accordingly. At the completion of the interview, add all points for each item and record the total score.

Questions For Interviewee

1. How would you operationally define intergroup relations in a school setting? ______
2. If you had to establish some goals for intergroup relations in a particular school, what would they be? ______
3. What are some of the educational problems of the Asian school community and what do you see as viable solutions? ______
4. How do you propose to establish a working relationship with all groups and segments of the Asian community? ______
5. What are some of the problems of other minority groups and how do you propose to work with them? ______
6. What specific suggestions do you have for working with Asian youth? ______
7. If you had to establish an in-service training program on intergroup relations, what would be some of the basic components? ______
8. If you had to defend the busing of children to achieve ethnic balance, what would be your arguments? ______
9. What programs would you recommend for bringing about more communication among the various racial and/or ethnic groups in our schools? ______
10. What are some of the problems of society that affect our schools and in what ways? ______

TOTAL SCORE ______

APPLICANT'S NAME ____________________

CHICANO (MEXICAN AMERICAN) PANEL

Directions: Rate each item individually on a scale of 0-10 points. If the candidate responds completely to your satisfaction on a given item, he or she should receive 10 points. If, in your judgment, the responses are limited, score the item accordingly. At the completion of the interview, add all points for each item and record the total score.

QUESTIONS FOR INTERVIEWEE

1. How would you operationally define intergroup relations in a school setting? ______
2. What are some of the educational problems of the Chicano school community and what do you see as viable solutions? ______
3. How do you propose to establish a working relationship with all groups and segments of the Chicano community? ______
4. What are some of the problems of other minority groups and how do you propose to work with them? ______
5. What specific suggestions do you have for working with Chicano youth? ______
6. What would you recommend for bringing about more communication among the various racial and/or ethnic groups in our schools? ______

SCORE ______

7. General responses (0-10 points) BONUS SCORE ______

TOTAL ______

INTERVIEWED BY ____________________

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LETTERS OF OBSERVERS OF THE PRACTICUM

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF THE PRINCIPAL
John Bidwell School
1730 SIXTY-FIFTH AVENUE
SACRAMENTO CALIFORNIA 95823

January 26, 1979

Dr. J. Toomer
National EDD Program for Education Leaders
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Toomer:

Re: Kirkland, Samatra E.

First, it was most enjoyable to have been an active participant in the Workshop, "The Development and Implementation of a Validated Interviewing System for Heads of Elementary Administrative Units."

Insight was gained in how to employ well structured and sophisticated techniques in interviewing a candidate for a position at the elementary school level. With the inception of the many new guidelines in relation to this aspect of the educational program, one finds that there was a serious need for an update in the application as well as the implementation processes.

It has long been apparent that the Administrative Staff of the Sacramento City Unified School District has been in need of an update in this area. Mrs. Kirkland very successfully and skillfully guided the Administrators through this most profitable workshop. The attendance was indicative of the need and the justification for this training; it was well received and accepted by the participants.

In addition to the presentation the real joy was in the implementation; I employ it in my day to day work as a principal. This growth and new knowledge came at no expense to me or my collegues; for this, we are most grateful to Mrs. Kirkland.

Sincerely,

Lloyd E Tunstall

Lloyd E. Tunstall, Principal

LET:rl